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AUTHOR Sie, Swanpo, Ed.; Sie, Mary Windorski, Ed.
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ABSTRACT

This report contains a selected compilation of the proceedings of the 1973 Congress of the International Council on Health, Physical Education, and Recreation (ICHPER). The report contains opening addresses and a variety of speeches discussing present trends in health, physical education, and recreation throughout the world. A major portion of the document is devoted to speeches on the role of health and physical education in the following countries: (a) The Republic of China, (b) Egypt, (c) Germany, (d) Holland, (e) Hong Kong, (f) Indonesia, (g) Japan, (h) Singapore, (i) Thailand, and (j) U.S.A. Other topics presented include the following: (a) sports for men and women; (b) elementary physical education; (c) professional preparation; (d) research into intensity of physical activities with R.M.R; (e) a physiological study of badminton as a school activity for girls; (f) the university sports in Japan; and (g) physical fitness data of school children in Denpasar. The last section of the report contains speeches given at the closing session of the Congress. Appendixes include the following: (a) ICHPER resolutions and recommendations; (b) Congress Bylaws; (c) a list of delegates; and (d) a pictorial report of the Congress. (JS)

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HEALTH, PHYSICAL EDUCATION, AND RECREATION
FOR NATIONAL DEVELOPMENT

Proceedings
of the
Sixteenth International Congress
of the
International Council on Health,
Physical Education, and Recreation
Sanur/Denpasar, Indonesia
July 29 - August 3, 1973

sponsored by

The Indonesian Coordinating Body for
Physical Education, Health and Recreation

and

The Directorate General of Sports and Youth
Ministry of Education and Culture
The Republic of Indonesia

edited by

Sie, Swanpo
and
Mary Windorski Sie

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The Republic of Indonesia
Jakarta
1973

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EDUCATION & WELFARE
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ICHPER--the International Council on Health, Physical Education and Recreation--serves as one of the principal outlets for the international efforts of the AAHPER. One of three international members of the World Confederation of Organizations of the Teaching Profession (WCOTP), the Council is dedicated to the purpose of bringing together individuals professionally engaged in health, physical education, recreation, sports, and related areas throughout the world. Membership in the ICHPER is available to individuals, institutions, and libraries, as well as to national and international associations and contributing members. Your membership will keep you apprised of the international happenings and events in HPER as it includes four issues of the quarterly ICHPER *Bulletin*; four issues of the ICHPER review : *Gymnasium*; and the proceedings of the annual international ICHPER congresses. For further information, please write ICHPER, 1201 16th Street, N.W., Washington, D.C. 20036.

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INTERNATIONAL COUNCIL ON HEALTH,
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1201 Sixteenth Street, N.W., Washington, D.C. 20036, U.S.A.

MESSAGE OF THE DIRECTOR GENERAL FOR SPORTS AND YOUTH
OF THE REPUBLIC OF INDONESIA

During recent years there has been increasing interest in the study of various dimensions of health, physical education and recreation, and a number of scholars are now becoming interested in the social and political aspects of these disciplines.

Inasmuch as all nations are engaged in some form of national development, and inasmuch as health, physical education, recreation and sports have an important role to play in such development, it is hoped that this publication will be of interest to all those concerned with the development programmes of their countries.

It is with great pleasure that the Directorate General of Sports and Youth presents these Proceedings, in the hope that the XVIth International Congress of the ICHPER will mark a milestone on the way to more serious and intensive studies on the role of health, physical education and recreation in the social, economic and cultural development of nations.

Jakarta, August 1973



R.F. Soedardi

EDITORS' FOREWORD

Editing is more of an art than a science. Nowhere is this more evident than in a compilation such as these Proceedings, where contributors come from all parts of the world. When one realizes that changing the placement of a single comma can subtly alter the connotations of a sentence, the job of editing becomes one of great responsibility. Furthermore, since language and thought are so intimately bound up in each other, it is occasionally impossible to express precisely and grammatically in one language a thought which was originally formulated in another language. Add to this the impossibility of consultation with the authors, who had returned to their home countries before editing began, and the undertaking becomes a truly formidable one.

Throughout these Proceedings, editing has been done from the viewpoint of the reader. Wherever a choice had to be made between grammatical or stylistic elements and precise meaning, the editors chose to err on the side of the latter. In cases where meaning was ambiguous or open to interpretation, the text was left in its original form. It is sincerely hoped that no alterations in original meaning were made through such changes as seemed desirable for ease of reading. Since the editors make no claim to infallibility, it seems wise at this point to apologize for any oversights or mistakes on their part.

It must be noted that these Proceedings consist of selected presentations. Much as the editors wished to include all papers, limitations of time and financing made this impractical. The editors feel they have succeeded in providing a comprehensive view of all presentations, but occasionally an arbitrary choice had to be made of which papers could or could not be included. The editors deeply regret the necessity for such choices, and further regret that the full texts of several presentations were not received in time for publication.

Despite these shortcomings, the editors hope that they have contributed in some small way to the cause of international understanding in the areas of health, physical education and recreation.

Jakarta, September 1973

Sie, Swanpo
Mary W. Sie

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PHYSICAL EDUCATION AND RECREATION

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OFFICERS

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Box 7062, Kampala, Uganda.

Klaas Rijdsdorp, President-- ICHPER,
Laan van Meerdervoort 691, The
Hague, The Netherlands.

Samuel George Ayi-Bonte, Ministry
of Education, P.O. Box M 45,
Accra, Ghana.

Paul Kiefer, Vice President-- ICHPER,
66, Lenzhalde, 7
Stuttgart 1, Germany.

Claude Bouchard, Department of
Physical Education, Laval Univer-
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N.W., Washington, D.C. 20036,
U.S.A.

Renato Brito Cunha, Dir. Dept. of
Phys. Educ., Guanabara State Av.
Ruy Barbosa 170 / 907, Rio de
Janeiro, Brazil.

Elsa Schneider, Consultant--
ICHPER, 1711 Massachusetts Ave.,
N.W., Washington, D.C. 20036,
U.S.A.

Isabel Vidaur de Devincenzi, National
Commission of Physical Education,
Soriano 880, Montevideo, Uruguay.

- Liselott Diem (IAPEGU), Sporthochschule Köln, Carl-Diem-Weg Köln Müngersdorf, Germany.
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- Yariv Oren, Sports & Physical Education Authority, Ministry of Education and Culture, Jerusalem, Israel.
- Ibrahim Hamed Kandil, Department of Physical Education, High Institute of Physical Education, Cairo, Egypt.
- Nejim M. Sehrewerdi, Dean, College of Phys. Educ., University of Baghdad, Baghdad, Iraq.
- Teoh Teik Lee, Specialist Teachers Training Institute, Cheras Road, Kuala Lumpur, Malaysia.
- Swanpo Sie, Ministry of Education and Culture, P.O. Box 489, Jakarta, Indonesia.
- Joseph Lennon, Dept. of Phys. Educ., Franciscan College, Gormanston Co., Meath, Ireland.
- Sylvester Thomas, Department of Physical Education and Health, Ministry of Education, Monrovia, Liberia.
- Boonsom Martin, Department of Physical Education of Thailand, Rama I Road, National Stadium, Bangkok, Thailand.
- Albert W. Willee (FIEP), Director of Phys. Educ., University of Melbourne, Parkville, N.2, Melbourne, Victoria, Australia.
- Anselme Mavuela, FNEEP, B.P. 23, Kinshasa / Kalina, Congo.

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ADDRESS

HAMENGKU BUWONO IX

Vice President

The Republic of Indonesia

First of all, I would like to express my gratitude that Indonesia was chosen as the site of this International Congress. I consider this as a great honor for my country and its people.

I would like, on behalf of the Indonesian government, to extend to you a warm welcome and wish you a pleasant stay in our country.

I consider myself fortunate to be here among scientists, educators and specialists in health, physical education, sports and recreation, since I myself am not a total stranger in the area of physical education and sports. The theme of this Congress seems to me to be a timely one, given the social and economic problems besetting the world today.

I think that each country represented in this distinguished gathering is currently engaged in national development.

National development may be defined as a process of social changes in a nation which results in progress in desired directions—such as an increase in the income of the people, stabilization of political and ideological structures within the social system, and modernization of the economic and educational systems of the country. I am of the opinion that national development requires as one of the priorities education and health. I am sure that health, physical education, sports and recreation can play an important role in national development when policies and programs are carefully researched and planned, and are adapted to the specific situations existing in a country. The implications of health, physical education, sports and recreation for economic, social and cultural development, particularly in assisting to bring about desirable social changes, must not be neglected when comprehensive national policies and development plans are formulated.

As you all know, social changes are both a slow process and one which involves complex changes in attitudes and values. If health, physical education, sports and recreation are to contribute substantially to national development, the attitudes and values which they propagate must be geared towards the desirable social changes and the priorities of national development.

It is in this context that I consider this International Congress a valuable undertaking. Here we have the opportunity to learn from each other—to share experience and research, to analyze policies in the light of varying social conditions, to discuss common problems and to suggest practical solutions.

I strongly urge the participants of this Congress to make recommendations concerning innovations in the areas of health, physical education, sports and recreation, especially for the elementary and secondary school levels, and for those who are drop-outs. I further urge you to suggest methods of bringing about a broader and more intensive involvement of youth in the areas of health, physical education, sports and recreation.

ADDRESSES AND SPEECHES
AT THE
OPENING SESSION
OF THE
CONGRESS

Our youth is of crucial importance to the future of our nations and that of the world. Thus, the involvement of youth in national development should be of primary concern for us all. Through participation in health, physical education, sports and recreation, our youth can be encouraged to contribute to their communities and nations and to the cause of international understanding and friendship, while learning the skills, attitudes and values so necessary to the future peace and stability of the world. It is to you, the scientists, educators and leaders of your field, that we look for inspiration and guidance in this vital undertaking.

May this Congress be successful, and may you carry back with you pleasant recollections of your stay in our country.

I hereby declare the Sixteenth Annual International Congress of the International Council on Health, Physical Education, and Recreation open.

WELCOMING ADDRESS

G. A. SIWABESSY

*Acting Minister for Education and Culture
The Republic of Indonesia*

It is my great pleasure and privilege today to welcome you to Bali, one of our country's most beautiful islands. As host of this International Congress, I ask your understanding and forbearance should any difficulties arise during the proceedings of the coming week. I assure you that we will do our best to make your stay in Bali both memorable and enjoyable.

Achieving the goals of national development requires not only economic and industrial development, but the development of human resources as well. Modern economists and national development experts agree that health and education are highly important factors in economic development, and consequently in national development. Therefore, the theme of this Congress, "The Role of Health, Physical Education, and Recreation in National Development," seems an especially appropriate choice at the present time, when economically and industrially developed countries are facing the dangers of an unbalanced national development, while the developing nations are struggling for economic and industrial growth, sometimes at the expense of such important factors as health, education and recreation.

It is apparent that there exists at present a diversity of opinions as to what constitutes the functions of health, physical education and recreation. This diversity of opinion is a natural phenomenon since the disciplines of health, physical education, sports, and recreation have grown out of a complex of social, economic and political forces, and have been influenced by historical occurrences, scientific discoveries and inventions as well. As a result, any attempt to relate health, physical education and recreation to national development without a limitation of subject areas would result in endless discussions.

The subject of national development likewise arouses diverse opinions, especially concerning priorities in various areas during the different stages of development.

What is urgently needed at present is delineation of the practical applications of health, physical education and recreation to the social, economic and moral development of societies, rather than *a priori* philosophical speculation concerning the value of such disciplines.

It is therefore my hope that the distinguished specialists gathered here will make a valuable contribution to the nations of the world by demonstrating the scientific and practical implications of health, physical education and recreation for national development in both the developing and the developed countries of the world.

It is my pleasure to extend to you the best wishes of Dr. Soemantri Brodjonegoro, Minister for Education and Culture of The Republic of Indonesia, who is now in the United States, and to wish you success in your Congress.

WELCOMING ADDRESS

SUTARMAN

Vice President

*The Indonesian Coordinating Body for
Physical Education, Health and Recreation*

It is with the greatest pleasure that I, in the absence of our president, on his behalf and on behalf of the Indonesian Coordinating Body for Physical Education, Health and Recreation, today welcome you to this gathering, the Sixteenth Annual Congress of the International Council on Health, Physical Education and Recreation.

Most of you have come a long way to this beautiful island of Bali to exchange ideas, views and experiences with your fellow workers from other countries, to discuss mutual problems and to find solutions in your particular fields. The very fact that you have come shows that there are problems to discuss and that you expect to hear new ideas and findings, or that you wish to share yours with others.

Indeed, in many countries, not the least developing countries such as Indonesia, the matter of physical education, health and recreation needs clearer definition to serve as a basis for establishing adequate priorities in national efforts for development and construction.

Some ten years ago the relevant government bodies in Indonesia changed their names from *Pendidikan Jasmani* (lit., physical education) to *Olahraga* (sports), although the Armed Forces continued to use *Pendidikan Jasmani*. What is in a name? you might ask. Indeed, there is much in a name if it means a different stressing of the matter.

If physical education aims at the formation of individuals who are physically, mentally and socially fit to adapt to the various conditions of life which they are likely to encounter, then the concept of sports, as it is understood today, covers only *part* of the means to arrive at the projected aim.

It is true that the medium of physical education is physical activity; however, as an educational institution, physical education should reflect and embody the social purposes and ethical aspirations of all educational efforts prevailing in individual countries.

The human relationships, social values, and moral standards embodied in a society are intimately bound up in and associated with the activities of physical education, whether this takes the form of play, dance, games, sports, gymnastics, camping or mountaineering.

What Maheu, Director General of Unesco, said of sports in his "Message" introducing the Declaration of Sports of the ICSPE (International Council of Sport and Physical Education), concerns in its totality the essentials of physical

education. According to Maheu :

[Sports and physical education is] a world wide social phenomenon whose roots ramify deeply into the young and adult lives of men and women.

... It is closely linked with the great problems upon whose solution the future of our Civilization depends: the rejuvenation of populations, urbanization, community organization in rapidly developing societies, the building up of structures in States that have suddenly become independent, the use of leisure provided by the mechanization of work or by underemployment.

Maheu continues :

Today the economic forces behind recreation, particularly in free enterprise countries; the State, particularly in planned economy countries; and, in all countries, the trade unions, political parties and even churches are taking an increasingly active interest in sport [and physical education] --to serve it, naturally, but also to use it for their own purposes.

Again Maheu :

It is perfectly natural, and even a cause for positive satisfaction that sport [physical education], having entered the main stream of social evolution, should now have joined up with the forces and structures that *command* that evolution.

To prevent abusive exploitation, Maheu recommends reconsideration of the organizational aspects of sport (physical education) and even more important, reconsideration of its purpose—its contribution to the formation of modern man with due regard to his basic physio-psychological originality and the profound alterations and changes of dimension that are occurring in the social substratum of societies. Maheu goes on to stress the importance of the "Declaration," in that it endeavours to define the place and role of sport (physical education) in the educational efforts of the individual.

The theme of this Congress is "The Role of Health, Physical Education and Recreation in National Development." It is reasonable, then, to expect the following questions to arise :

1. Does health, physical education and recreation have something to contribute to national development ?
2. If the answer is "yes", then : What role can it play in this national effort? What considerations have priority ? When and how should programs be carried out?
3. Finally, what can and should we do to enhance, to strengthen this role, in order that health, physical education and recreation may be an accelerating, even *determining* factor in national development ?

Let us try to find the answers to these questions and to formulate resolutions which may be used by national planners and administrators as guidelines for economic and developmental projects. This is a challenge, indeed.

Allow me now to compliment the Organizing Committee of this Congress. Besides doing an excellent job of organizing the Congress venues, this committee did not forget to include a number of recreational activities which I am sure all of you -Indonesian participants not excluded- will enjoy. Your mental exercises during the Congress will find ample counterbalance in these recreational activities.

I do sincerely hope that this unique aspect of the Congress will long endure in your remembrance, and that you will take home with you happy recollections of Bali and its wonderful people.

May God the Almighty bless you all.

WELCOMING ADDRESS

D. SUPRAJOGI

Acting President

The National Sports Committee of Indonesia (KONI)

First of all allow me, on behalf of the National Sports Committee of Indonesia with all its national sports federations, to extend our warmest welcome to the participants in this International Congress. It is my hope that your presence here will give rise to innovation and new inspiration in the development of sports throughout the world, and particularly in Indonesia. I am very grateful for this opportunity to say a few words to the scientists, educators and specialists in health, physical education and recreation gathered here today.

It is clear that on this occasion, we of KONI put the greatest emphasis on the problem of sports achievement. In this context, it should be understood that there prevails an opinion in Indonesia that our national sport achievement should exist not as an isolated endeavor, but should be dynamic in keeping with the rhythm of development in international sports achievements, which are advancing towards unknown limits. The continuous search for perfection is a human inclination from which we cannot divorce ourselves. The reaching out for performance in sports, as in cultural and social life, cannot be carried out in a vacuum. Top performance in all fields is both a result of progress and a causative factor of further progress. The desire to jump higher, to run faster or to throw farther than any man has done before is only one example of Man's basic drive toward perfection. Achievement in the field of sport has developed in such a way that it has become a focus of attention within societies and a form of national pride in the international forum as well.

Modern performance training needs increasing support from scientific research, and in turn must make use of new research findings. Within this frame of reference, we feel the results of an investigation made by the International Olympic Committee on "Average Age of Olympic Champions and Time of Preparation from the Day of Their Official Appearance at Competitions until Their Olympic Victory" to be of special significance. We are of the opinion that promotion of performance should be commenced at an early age. If the programme of physical education at the schools is carried out in the most effective manner possible, then national sport cadres are naturally produced.

Sport achievement is a long process which should be commenced at an early age. We believe that it should be commenced in the schools. Countries with high sport achievements have applied this theory and have succeeded in harmoniously integrating sport exercises with general education.

It is our conclusion that sports and physical education, integrated within the framework of general education, should be further promoted by schools, societies and families, with a view towards assisting the development and growth of the child towards maturity. Physical education in the schools should be based on programmes which are adapted to the skills, interests and abilities of individual

students, and should allow for specialization in an ever increasing number of sports which young people can continue to practice long after leaving school, even for the rest of their lives. In this way, school sports can supply an important link with the sports of athletic associations, both for filling up the ranks of performance athletes, and for propagating mass participation in sports activities. Experience has shown that it would be unrealistic for Indonesia to attempt to promote performance in all sports. Those sports activities with the most carry-over values should be given priority attention.

Finally, the ultimate value of sports and physical education, as expressed by Baron Pierre de Coubertin, lies in its role "as the unique school of moral perfection, and as the main means for the acquisition and formation of a strong personality, good character and noble sentiments; only men with these moral virtues can be useful members of society."

With these thoughts, I wish full success to this Sixteenth Annual International Congress of the ICHPER. I am certain that during the discussions which follow, many views will be expressed which will be of great importance to those responsible for sports and physical education.

An enjoyable stay to you all and pleasant memories of Indonesia.

ICHPER PRESIDENTIAL ADDRESS

KLAAS RIJSDORP

*President
International Council on
Health, Physical Education, and Recreation*

In our International Council, health, physical education and recreation are always mentioned in an educational framework. This means that motoraction-physical activity-must be tested on the basis of its value for man's well-being. The activity itself is not the most important point of consideration; rather, the human being is central in our conception of health, physical education and recreation. This starting point has far-reaching consequences, some of which I will mention:

-High performance, higher performance than other people, even the highest performance in the world is no satisfying motive in itself. The point is whether we can answer the question: What does performance in this field mean to the performer and/or to the people in general?

-Doing the same as other people, having the same equipment as other countries, involving the same numbers of participants within the same types of organization, are not important. Instead, we must answer the question: What do the people in my country, in my cultural area, need to be healthy and happy and to relax from their daily cares?

-Uniform educational goals, uniform methods of learning, uniform applications of scientific results are not the aims for which we must strive. Rather, we must search for answers to the question: How does each person-whether child, youngster, adult, or golden-ager-attain satisfaction of his needs and full development of his potentials for creativity, independence, and responsibility for healthy life habits; how does he reach real maturity?

Congress Theme

The Congress theme is "Health, Physical Education and Recreation in National Development." From what I just said, you surely must understand what this means. Our duty in health, physical education and recreation is to discover what is beneficial to the well-being of individual men and nations, in our own countries, in our own societies. The approach to motor activities, games, sports, recreational activities depends not only on people and the participating groups, but also on the organization and the atmosphere in which it occurs.

Health education requires attention to different problems in our host land Indonesia than in Liberia or America. The primary health problems of Europe and Brazil are different.

The educational aims of *physical education* too interrelate with specific cultural spheres, social problems, and national objectives. In these affairs uniformity is impossible: impossible not only from the point of view of life philosophies, but also because of differences in the historical backgrounds and social realities of

our countries.

Recreation is no entity in itself. It depends on the constraints and benefits which exist within the framework of labour and on the stresses inherent in societies. Both of them differ from country to country.

If all this is true, if all factors are so fundamentally different, if every country has to solve its own problems in its own way and work out its own direction and course, what are we doing here together? Why have we come to Denpasar from countries all over the world, from each of the five parts of the globe, if every nation's development has to be an unique development? Why do we bother to have an International Council at all? Why don't we solve our problems by ourselves, every country on its own?

Answer: because we are men, and because men are the point in health, physical education and recreation. Men search each other out, and men need each other. The wider the perspective in which we live, the wider the circle of men we need. The small child is still able to live within its family circle. The simple community lives within the circle of its village. But the circle enlarges as soon as we begin to develop ourselves and as soon as our vision of life broadens. When this happens, the circle in which we live widens step by step to include our region, our country, our part of the world, the whole wide world.

In a sense the world becomes smaller and smaller. Communication is easier; taking messages through drums from village to village is replaced by journals, telephone, telegraph, radio, television, radar, telex, and satellites floating around the earth through space. Distances which used to require journeys of three or four months by ship involving many dangers and discomforts are now bridged in one day, and we take our meals together with three hundred other men in the air, and plan our arrivals exactly. In the modern world we find it easy to bridge geographical distances.

But in the educational field we have to work, we have to work intensively, to bridge the distances between men.

In spite of all the differences between people and countries, there are so many similar problems, so many similar needs, that international contacts are more and more necessary. We have to be prepared to learn from each other, to exchange scientific results, practical knowledge and experiences, to help each other insofar as we are able.

This does not mean that we all try to become identical. Within the framework of international intercourse there lie three possibilities:

1. We can consider other persons as objects which we may construct, reconstruct, repair or develop until they are just the same as we are.
2. We can lose ourselves in the international intercourse, lose our identities, until there remains no one who continues to be the man he has been. All is reduced to an international pulp of unity (*bubur internasional*). This is a real danger in sports.
3. Finally, we can encounter each other as person to person, as group to group, maintaining our own identities, in this way enriching ourselves and others.

ICHPER will bring its members together in this last way.

Interestingly enough, in the language of our hosts there are two words for the notion "we". I sometimes explain to friends and colleagues in my own part of the world the subtle but important difference between these Indonesian words, *kami* and *kita*.

Kami is "we" excluding the person to whom we speak. *Kita* is "we" including the person to whom we speak. *Kami* can be interpreted as meaning: we speak, you listen. *Kita* can be interpreted as meaning: we speak to each other. The *kita* model is the basis of real dialogue, and this is what the ICHPER encounter is all about. The world would more easily arrive at fruitful discussion if the *kita* model of thinking would dominate.

In education it is always *kita*. If the educator handles his pupil as an object, he is not really an educator, but at best a mechanic. Health, physical education and recreation will grow only within the *kita* model of encounter.

International Cooperation

ICHPER is the largest and most extensive worldwide organization of teachers and professional people in the field of health, physical education and recreation.

There are many international organizations, small and large, and sometimes they do not even have knowledge of each other's existence. ICHPER believes it desirable to foster good cooperation between international organizations.

In this area as well, the *kita* model is important. Cooperation is not a matter of being dominant or being dominated, of being first or highest, or of being swallowed into a vast "everyman's" organization. Cooperation is dialogue, learning to know and to evaluate each other. Cooperation is dependent on the goodwill of the participants more than on formal regulations; therefore, to be successful, efforts toward cooperation must avoid the idea of hierarchic organization schedules and be based on the free choice of the organizations involved.

Each organization has its own history, its own atmosphere, its own connections to groups and organizations within and outside the field of physical education and sports, its own accents of interests and its own traditions. This means that there is a reason for each organization to maintain its independence, insofar as the concept of unification is not interpreted to include cooperative relationships between organizations.

In the area of international organizations concerning physical education and sports we can distinguish the following:

- general organizations covering the whole field of physical education and sports;
- categorical organizations functioning within a specific discipline;
- categorical organizations focused on specific groups;
- categorical organizations focused on specific activities;
- regional organizations.

In many respects there is good cooperation between ICHPER and several of these international organizations. The older girls' and women's organization, IAPESGW, has been an ICHPER member for years, as has the international organization of physical education teacher training institutions, AIESEP. These

organizations are represented in the Executive Committee of ICHPER, along with the International Schools Committee. Just two weeks ago a new international organization for the history of physical education and sports, HISPA (Zurich, Switzerland), requested an exchange of executive officers with ICHPER. The vice president of the international equipment organization, IAKS, is present in our Congress now, and I'm sure he will share with us his knowledge in this particular field.

Some weeks ago I visited the Congress of FIEP in Brussels, Belgium. As ICHPER president I served as a member of their Committee of Honour, and presented an address at their meeting. FIEP has a member in our Executive Committee, and we have one in that of FIEP.

I also visited the meeting of the Research Committee of ICSPE, in which the cordial relationship between our research committees was stressed. It is interesting to note a personal link among the research committees of ICHPER, ICSPE and FIEP; that is, one man, namely Prof. M. Nebbelinck from the University of Brussels, is the secretary of all three committees.

There exists also a working relationship among ICHPER, ICSPE and FIMS, though we could wish it to be more working than it is at present.

ICHPER in its turn is an independent member of WCOTP, and through this is related to UNESCO.

From all this we may conclude that there are great potentials for progress in cooperation. Still, we believe it must be possible to make this cooperation more efficient. The ICHPER Executive Committee will deliberate here in Denpasar on the ways and means to this objective. It should be possible to think in terms of an administrative centre to act as a clearing house and as an avenue to more efficient cooperation.

There are additional important items on the agendas of the Executive Committee and the Delegates Assembly this year. As a follow-up to the London Congress, the bylaws of ICHPER will be reviewed. These must define a new and more independent structure for ICHPER, working from the viewpoint that the national organizations are the roots of our ICHPER tree.

For the first time in its history, ICHPER has organized its Congress in a different place than WCOTP. While this alone is an important precedent, the resolutions concerning internal and external organization to be made through the Delegates Assembly may further serve to place Denpasar as an historical landmark in ICHPER life.

Our Congress Hosts

Returning at this point to the Congress theme, I wish to remark again on the situation in our host land.

The Indonesian people have a magnificent symbol for the fundamentals of education. These fundamentals are combined in the *panca sila* and are as the five fingers of one hand: five units, coming from one root, making together a viable, working unity as a hand.

As explained in 1968 by the Indonesian President, General Soeharto, these fundamentals are: belief in God, humanitarianism, national unity, democracy, and social justice. I mention these only in a short summary, but this is enough to understand that Indonesia wants an education, including a physical education, rooted in a common concept of men-in-society. So must every nation search for its common concept of men-in-society. In this way the national development of health, physical education and recreation will result in productive educational and recreational programs.

Motoraction in an agogic framework—i.e., human movement, understood as human behaviour, applied to all areas of life—is the object of the scientific discipline which is the basis of our *praxis*. There are different terms applied to this discipline: philosophy and science of physical education, sports-science, gymnology. Personally I regard *gymnology* as the most universal among them. Gymnology includes the pedagogical and ortho-pedagogical aspects of motor activities (physical education), sports, recreation, the application of motor activities within a social framework, institutions, and therapeutic aspects.

In Indonesia they have one basic term for the whole *praxis* in this gymnological field, namely *olahraga*.

Olah means tanning the land, and also cooking, cultivating, governing, leading. *Raga* means body, but also the man as a whole. So I might translate *olahraga* as physical activity for the use of education, activation and therapy. Specific terms include *olahraga pendidikan* (physical education), *olahraga prestasi* (competitive sports), *olahraga rekreasi* (recreation), *olahraga cacat* (physical education for the handicapped) and *olahraga penyambu* (therapeutic applications of physical activities).

Farming the land is the base of culture. So I dare say *olahraga* is the base of all education, for man begins and maintains his relationships with his surroundings only in his subjective—i.e., corporal—existence. In this way physical education is the starting point, the base of all education.

Education is a vulnerable matter. What is more fragile than the right development of a child and human happiness? If you will allow me at the end of my address to play a bit with words, I might say: Education is *jalan dengan barang halus*, walking with fragile luggage, travelling with chinaware, carrying a child in your arms.

SPEECH

G. A. SIWAJESSY

*Minister for Health
The Republic of Indonesia*

As with other developing countries, Indonesia faces serious problems in its efforts to achieve prosperity and a high level of social welfare. The human factor is a very decisive one in the achievement of these goals. Health, as the primary basis of human activity, is a condition evaluated not only in terms of the absence of disease, but in terms of physical, mental and social well-being as well.

In Indonesia the following activities are being carried out in an effort to raise national health standards:

1. Implementation of a family planning program to curb population growth. Family planning programs are being carried out in Java and Bali, which are among the most densely populated islands of Indonesia, and will soon be extended to other islands as part of our national development programme. In addition to family planning, the government is promoting transmigration to achieve a more even distribution of the existing population.
2. Public Health Education. Health is the concern and responsibility not only of the Ministry of Health, but of every citizen as well. Therefore, an essential part of our health services is provision of information and education to the public concerning their role in personal and community health affairs.

While some programs are underway in the following areas, more intensive development is needed:

1. Control of communicable diseases and the improvement of community health care. Communicable diseases, although radically reduced in recent years, still remain a very important health problem in Indonesia. The improvement of community health care is very much needed.
2. Special emphasis should be given to the development of the younger generation. This constitutes a great responsibility on the part of government and service agencies, and includes:
 - a. health supervision for the growing child;
 - b. proper nutrition programs;
 - c. health education programs adjusted to present levels of knowledge;
 - d. socio-psychological support and therapy;
 - e. development of creativity;
 - f. improvement of physical fitness; and
 - g. safety programs.

It is in the latter areas that recreation plays an extremely important role.

Health and physical fitness are interrelated. Maximum physical fitness cannot

be achieved in the presence of disease, while sub-normal physical fitness is a contributory factor in susceptibility to disease.

In the past year, the World Health Organization has given serious consideration to matters relating to health and physical fitness. In Indonesia this interest has led to establishment of a sport health laboratory which collects data with a view towards incorporating physical exercise into efforts to raise national health standards.

We realize that in Indonesia data are still incomplete, particularly concerning physical fitness levels and environmental factors. We are therefore also using data from other countries as guides in our research and development programs.

Advances in medical technology and improved health measures are causing marked changes in disease patterns in some countries: i.e., a lower incidence of infectious diseases and a higher incidence of diseases relating to physical inactivity, pollution and occupational activities. It is our duty to take early preventive measures in the form of:

- physical education programs,
- health education programs,
- development of competitive sports to encourage public participation,
- research programs in physical education, health and recreation,
- environmental improvement and protection programs.

It is my sincere hope that this Congress will provide us with the opportunity to exchange scientific information and work on solutions to common problems in these areas.

SPEECH

M. PANGGABEAN

*Minister for Defence and Security
Commander-in-Chief of the Armed Forces
The Republic of Indonesia*

It is a well known fact that during these last decades the problem of health care, physical education and recreation for the pursuit of physical, mental and social well being has been a scientific problem which has been given much attention and thought all over the world. People are becoming more and more aware of the importance of this matter in all aspects of human life, and it is only logical that the intensity of work, research and discussion on these problems has also been increasing, for although great advances have been made in the past, there are new questions arising which need to be answered.

Taking into consideration that health, physical education and recreation cover so many problems, I would like to limit my discussion mainly to physical, mental and social well being as a goal of health care, physical education and recreation—not highlighted from the scientific point of view, but in connection with the practical side of the problem.

Health, Physical Education and Recreation

It is familiar to this distinguished audience that the World Health Organization defines health as a state of complete physical, mental and social well being, not merely the absence of disease and infirmity. From this point of view I should like to stress that social well being could be interpreted as the ability to play one's role as a respectable member of society in one's respective field and function, and that this ability can be fostered and promoted providing physical and mental fitness are not lacking. It is therefore easy to understand that proper attention to physical and mental fitness should be paid by everyone who has some responsibility in the field of health care. Furthermore, it goes almost without saying that preventive and curative health measures should be carried out hand in hand with activities in the field of physical fitness and mental care.

As far as physical education is concerned, I would like to mention that historically some form of physical education has been practiced by every race and nation. It has been widely used to develop physical strength and skill in war, to prepare and stage religious rites and athletic competitions, and in the treatment of disease. However, it was not until the dawn of the nineteenth century that the importance of physical education was recognized, not primarily for the development of strength and skill as a preparation for war and competitive sport, but rather because of its contribution to the harmonious growth of body and mind.

It is indeed regrettable that what was recognized one hundred and fifty years

ago has since remained relatively vague and undefined. It can be seen in daily life that emphasis on sport is laid more and more upon "records" and fame, while the importance of harmony between body and mind fades into the background. I am not saying that "records" should not be rewarded, but rather that they should not be overemphasized. In this connection, I am of the opinion that the time has come for us to take a more enlightened attitude toward physical education as a means in the pursuit of a higher goal.

In a broad sense, recreation encompasses all activities, indoors as well as out, which differ in nature from daily work and which have the aim of restoring the mental and physical energy of the individual. In this sense, it should be regarded as a means or a mechanism of restoring equilibrium to the human body and mind when such balance has been disrupted in the course of daily work. It is in this context that recreation is a must if a high standard of performance and efficiency is to be expected. To achieve this, not only should opportunities for recreation be provided, but such activities should be well directed and organized so as to restore equilibrium, not push it further and further out of balance.

It can be concluded, therefore, that health care, physical education and recreation have important contributions to make in the pursuit of human well being in the broad sense of the word. Activities in these areas should be planned, directed and organized in order to facilitate maximum achievement of our common goal.

Physical Fitness

Having given some consideration to health care, physical education and recreation, I would now like to focus your attention on the problem of physical fitness. Many definitions have been formulated of physical fitness. It is not my intention to discuss these definitions, as I am sure they are all familiar to this distinguished audience. I would like only to mention some aspects of physical fitness which are relevant to the matter being discussed.

It has been mentioned briefly before that in the absence of disease or illness, and in the presence of skill and an optimal environment, physical fitness is a *conditio sine qua non* if maximum efficiency and achievement are to be expected. It is therefore imperative that not only should proper preventive and curative health care be provided, not only should skill training be carried out and an optimal environment maintained, but also a systematic effort should be made to attain and maintain adequate standards of physical fitness.

Physical fitness is a condition which can be achieved only through long systematic endeavour. It is therefore important to take into consideration that a physical fitness program should be started as early in life as possible. How early is still a matter of discussion, but it is well known that the earlier a habit is established, the easier it is incorporated into a way of life. From the manpower point of view, physical fitness training should be started sufficiently early to give young people the opportunity to be physically fit by the time they enter the labour force.

Physical fitness is not a static, but a dynamic state. It will increase, stay at the same level or even decrease from time to time, due to the influence of internal and external factors which vary in individual or community life. To stay at the same level, a maintenance program should be carried out as long as physical fitness is required. In this connection, it should be noted that a physical fitness maintenance program must take into account a psychological problem. Because of its continuous and extended character, such a program should be planned and carried out in a manner which prevents boredom on the part of trainee and trainer.

As a result of research by scientists all over the world, many methods are known today for both the training and evaluation of physical fitness. In addition to sophisticated methods requiring expensive equipment, high skill levels and large outlays of money, there exist less sophisticated and relatively easy (but still scientifically justified) methods. In cases where quantity is a main concern, as in mass physical fitness programs, the search for and utilization of easy and simple methods should be stimulated.

Because of the close interrelationship between physical fitness, physical education, and recreation, it is worthwhile to stress that these aspects of physical fitness should not be neglected in physical education and recreation programs.

Future Considerations

Thought should be given to the matter of comprehensive national policy in the field of health, physical education and recreation. Considering the role of these activities in the pursuit of human welfare—collective as well as individual—programs in these areas should be directed and conducted with this goal in mind. Leaders as well as the public should be made conscious of their respective roles in these activities, and adequate facilities should be established.

Because of their great influence upon performance and work efficiency, health, physical education and recreation should be given proper weight in the organization and conduct of work activities. Sedentary and physical workers, school children, and members of the Armed Forces should all be provided with adequate opportunities to take part in well planned health care, physical education and recreation programs. Furthermore, since it has become apparent that the hazardous influences of modern life are becoming larger in scope and greater in intensity year by year, the policies and conduct of these activities should not be defensive in nature, but offensive.

Many factors contribute to the national defence capabilities of a country; the health of the people is of no less importance than the technology, economy or the Armed Forces. In fact, a strong Armed Force can be built only from a physically and mentally fit people. National resilience depends to a large extent on the physical and mental capacities of the average citizen. It is therefore the duty of the Armed Forces to participate in and promote activities which contribute to the physical, mental and social well being of their people, and also to work towards creation of an environment in which their people may prosper

Concluding Remarks

It was mentioned at the beginning of this discussion that although much work has been done in the field of health, physical education and recreation, there are still many questions that need to be answered. Communication between nations and the scientists and experts working in this field has to be stimulated if these answers are to be found. It is the interchange of ideas, knowledge and experience which makes international meetings such as this one so valuable.

SPEECH

SUBROTO

*Minister for Manpower, Transmigration and Cooperatives
The Republic of Indonesia*

It is with great pleasure that I take this opportunity to speak today, for the simple reason that health, sport and recreation are interwoven with the fabric of modern life and affect everyone—not least the labor force, which is the foundation of all economic development.

When speaking about health, one is always inclined to think in terms of the definition of the World Health Organization: that health is a state of physical, mental and social well being, and not merely the absence of disease and infirmity. The big question, of course, is finding ways and means to reach that state. Though the Department of Health takes major responsibility in this area, my department also plays an active role. Since our primary concern is the labor force, we are doing our best to bring into practice a concept of occupational health formulated by the joint committee of the WHO/ILO:

- The promotion and maintenance of the highest degree of physical, mental and social well being of workers of all occupations ;
- The prevention among workers of departures from health caused by their working conditions ;
- The protection of workers in their employment from factors adverse to health ;
- The placing and maintenance of the worker in an occupational environment adapted to his physiological and psychological equipment : in short, the adaptation of work to man and of each man to his job.

In order to reach maximum productivity workers need, in addition to good health, job skills and physical fitness. Recently, time studies have been made concerning the adaptation of work to man. These studies of time and movement have led to development of a new discipline, ergonomics, which utilizes the sciences of anatomy, physiology and psychology to formulate work procedures which achieve maximum output with minimum effort. These studies have also been applied to sport.

It is an accepted fact that physical fitness prevents not only fatigue, but also accidents. The skills required in manual jobs call for strength and coordinated muscle work, and motor skills developed at an early age form a solid basis for the learning of manual skills later in life. This not only helps shorten the period of apprenticeship, but also contributes to ultimate work efficiency, i.e., the greatest output with the minimum effort. Furthermore, physical education, through exercise and sport, contributes to the qualitative aspects of human behaviour, which in turn have a bearing on work efficiency.

"All work and no play makes Jack a dull boy," says an English proverb, and this is very true for the labor force. Workers must have time for relaxation in order to gain strength to perform again. Though many countries, including Indonesia, still have a forty-hour work week, there is a growing trend in developed countries to reduce work hours, leaving more time for leisure and recreation. We hope that this Congress will be able to formulate policies and recommendations concerning recreation which will stimulate development of quality recreational activities for the masses and the economically weak, not only for those who are economically strong.

In conclusion, ladies and gentlemen, I wish to draw your attention to the following facts :

- Health is everybody's business.
- Physical education can be of aid in the maintenance of good health.
- Good health, physical fitness and skills help make a man an efficient worker.
- Recreation is a necessity, not a luxury, in this age of increasing production and development.

Please accept my best wishes for a successful Congress and a pleasant sojourn in our country.

It is indeed an honour for me to be able to address this international conference on such an important aspect of national development. For quite some time there has been little research into the desirability and effects of sports, physical education and recreation when integrated into or incorporated within national development programs, especially in developing nations. Public health is also interrelated with sports and recreation, for it is only with a sound public health program that sports and recreational activities on a nation-wide scale can be successful. The importance of research into the areas of public health, sports and recreation in the development of nations must be stressed. The physical fitness and preparedness of a nation's people is of paramount importance when the problems being faced, including that of breaking the barriers of poverty and economic backwardness, seem to be so insurmountable. The spirit of the people must be in tune with national development programs, but this is only possible through having fit and strong bodies, which in turn are a result of vigorous activity in sports and participation in physical education and recreation programs.

The belief is widespread that recreation is important only to people living in urban communities—those who are deprived of opportunities to engage in recreational activities due to lack of space, lack of facilities and lack of appropriate organizations. It is all too true that recreation is of vital importance to city dwellers; however, I believe that recreation when properly organized can also be enormously beneficial to rural people, whose labour leaves them little time and energy for recreation, especially those activities involving physical exertion. With greater effort on the part of the government and local authorities, rural people should be able to derive enjoyment from activities not directly related to their daily subsistence labour. In this way, with a more positive attitude brought about by greater satisfaction with life, the farmers and peasantry may feel themselves direct participants in the national development effort and not just cogs of a vast and overwhelmingly remote government machine.

Another significant result of greater emphasis on physical education, sports and recreational activities could be the effect on the attitudes of youth. Youth are an important asset of developing nations, for from their ranks emerge the nation's future leaders, intellectuals, scientists, military officers and so forth. The "Establishment" of the future will be founded and based upon the young people of today. However, it is important for these young people to have instilled in them a moral spirit and a positive attitude towards society, which more intensive national programs in sports and physical education could perhaps partially provide. An objective of further research efforts, therefore, is to find out whether such programs could indeed have such a positive influence.

Before governments can start planning extensive programs in physical education and sports, a healthy citizenry is imperative, the establishment of which could be

realized by continual promotion of principles and measures safeguarding the physical and mental health of the community as a whole. Public health programs should therefore be accelerated and research applied to seek better means of executing public health policies, and to determine alternatives and potential results. The immediate objective would be to improve the facilities of the community. Programs should be carried out to improve drainage and sewage systems in both urban and rural areas; to ensure the provision of adequate water supplies free of contamination; to provide alternatives to scavenging by the poor; to combat infectious diseases; to supervise housing facilities, community hygiene, clearance of slum areas; and to provide the people with open spaces, public parks and a generally healthy environment. Greater emphasis should be placed on the control and inspection of food, meatpacking and slaughtering. In these sectors, there is a clear need for higher standards of hygiene and hence, for further research by government agencies or private organizations into the means by which the handling and distribution of food can be brought under closer supervision.

With the overall objective of attaining higher standards of health and hygiene, it is imperative that awareness of problems be developed at the earliest age possible, i.e., at the primary school level. For instance, pupils could be taught standards of personal hygiene, including a practical routine of dental hygiene, and elementary principles of proper nutrition. Such efforts would ensure future generations of healthy citizens who would be in a better position to participate actively in the development of the nation.

In further ensuring the physical and mental well being of our youth and future generations, governments and concerned organizations must now also contend with the wide-spread use of drugs. An attempt should be made to draw the attention of our young to more constructive and meaningful activities: recreational and physical activities, for example, which could alleviate feelings of alienation, a sense of apathy and boredom. Research into the social/sociological aspects of the drug problem as well as into the medical aspects is no doubt essential.

Some years ago I was invited by the former Secretary General of the United Nations, Mr. U Thant, to be part of a panel to study and propose solutions to the problem of protein shortage in the world. I was appalled to find that the protein shortage is of an extremely urgent and acute nature, particularly with regard to the developing nations. This acute shortage of protein, if not resolved within the next few years, could result in extreme cases in the mental retardation of future generations, in stunted growth and slowness in grasping interrelationships between facts and figures. This possibility can befall innocent children even at the pre-birth stage due to insufficient protein in the food-intake of the parents.

Realizing that the protein shortage is an urgent problem which needs our immediate and careful attention, governments should continue to stress the importance of research in this area—research into the availability of new food resources, for instance, which could positively influence the lives of countless young children and those yet to be born. If solutions to this pressing problem are not promptly sought, it will be of no avail to us to talk now of programs in sports, physical education and recreation.

An equally important aspect of public health, and one which is of increasing immediacy as industrialization continues, is the effect of development on the environment, particularly its detrimental aspects. With industrialization comes pollution of the seas, the rivers and the air. Every day we see billowing smoke pouring out of the exhaust pipes of motor vehicles. We see all the ugliness of urban sprawl and the **related** danger of unplanned urban growth. Because of the urgent need for industrialization, many countries are inclined to neglect or even ignore the problems of pollution. Many developing countries tend to be quite unaware of the dangers, and thus have not taken appropriate precautions to safeguard their environment and hence protect the health and lives of their citizenry.

If developing nations are to avoid the massive pollution found in more developed nations, then now is the time to start taking preventive measures. Here again, we see the paramount importance of research to provide us with realistic alternatives in order to deal effectively with the problems. Industrialization is necessary to developing nations to improve, among other things, the standard of living of the ordinary citizen, but its negative aspects must also be taken into account.

Developing nations must learn from the mistakes of the technologically advanced countries and apply whatever modifications are necessary to each particular situation. Research is a means by which situations can be seen in their proper perspectives and it is through research that solutions and alternatives can be found. The pooling of research knowledge among the various nations would be undoubtedly a step in the right direction.

Physical education and physical culture, particularly as related to sports, are of enormous value to every nation. Although their importance is widely recognized, it seems that only in the more developed nations are there large-scale, systematic, state-organized programs which aim at instilling a spirit of sport awareness among the citizenry. Physical education programs and recreational activities should be promoted on a national scale as part of the development efforts of developing nations. In so doing, the people should be made to realize that active participation in sports and meaningful recreation by both the urban and rural populace influences, directly or indirectly, their performance and their contribution to the betterment of society.

Sports and recreation, almost inseparable fields of activity, promote not only the physical fitness of the participants but also, among other things, their mental alertness, their self-confidence and their sense of cooperation. In affording their citizens opportunities to engage in recreational forms of physical and mental activities through well-organized schemes, governments and concerned private organizations can regard their efforts as an investment in resources for development. A well-motivated, physically fit and mentally alert people would be an invaluable source of manpower for national development programs. With added consciousness of the significance of their role in such programs, the people would further develop a sense of useful participation and national identity.

In promoting physical education, sports and recreation on a nation-wide basis, governments and concerned private organizations could plan practical programs on the community level. Such programs could comprise the setting up of adequately equipped recreational centers where cultural and recreational activities as

well as sports activities could be pursued, the distribution of whatever equipment is required, and the leadership training essential for the initial stages of program implementation. By including cultural pursuits in the national programs, the authorities or organizations concerned need to keep in mind such facilities as public auditoriums, concert halls and museums. Governments could also include as part of their development plans the active promotion of an appreciation for the outdoors among the urban populace. National parks, wild-life areas, city parks and playgrounds are only some aspects of that particular form of recreation.

Sports, recreation, and the pre-requisite of sound health should be regarded as important interrelated aspects of national development. Through active participation in sports and recreation one exerts oneself both mentally and physically, and in so doing, learns to utilize more fully one's physical and mental faculties. A physically and mentally capable people can not only contribute to the development of their nation, but also benefit from and enjoy to the utmost the fruits of development efforts.

SELECTED PAPERS
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INTRODUCTORY REMARKS

KLAAS RIJSDORP

President, ICHPER

The theme of our Congress is "Health, Physical Education and Recreation in National Development."

In my Presidential Address I elaborated one aspect of the theme: that every nation, based on its own philosophy, has to work out the best system and methods to reach its goal. This point of view demands individual development, individual objectives, individual means and individual tools for national development.

However, this individuality does not go so far as to exclude the help of other people. People need people. The world with its different cultural areas is connected in so many ways that isolated development must be considered impossible. It is exactly the same with isolated objectives and methods.

We can learn much from one another's scientific work, professional experiences, and practical results. Systems, ideas, developments in organization and didactics, and the successful programs of other countries can be adapted to our own requirements and failures can be avoided. The work, enthusiasm and disappointments of other nations sometimes inspire new and better ideas which we can apply in our own way of life, in our own circumstances.

In these introductory remarks I wish to elaborate another aspect of our theme: the function of physical education and sports as a social tool in the advancement of national development.

Among the contributions that physical education and sports can make are the following:

1. At the very beginning, physical education and sports develop the habit of moving oneself with pleasure and regularity, encouraging an active attitude and a willingness to exert oneself, as well as a sense of fair play.
2. Physical education and sports promote awareness of beneficial leisure time activities.
3. In addition, physical education and sports lead to consciousness of the benefits of healthy habits and good hygiene and a feeling of responsibility for one's own health.
4. When engaging in physical education and sports, participants willingly enter into a framework of group activity, playing against (i.e., with) teams of other villages, islands, cities, or countries. Within this framework they learn to keep the rules of the game, to cooperate for a common objective, to divide functions, to function within a team, and to govern their emotions in games with other groups.
5. Participants in physical education and sport activities learn not only to accept guidance, but also to function in leadership capacities, both in small groups and larger organizations. They have a good opportunity to learn leadership skills in physical education and sports since failures

are not as earnest in their consequences as in the larger society. Participants learn that not all things are possible, which any individual should want to do. They learn also that there are often more possibilities in working together than in carrying on alone.

6. Working and playing together, participants learn to worry about each other and to adapt themselves to community and group standards. They learn also to understand the value and the hardness of selection and to bear discomfort and pain. Furthermore, they learn the limits of what they are able to do and what they are not, and an acceptance of their limitations.

Physical education and sports serve in all these capacities as an educational power in social management. With people who have learned how to cooperate within a social framework, it becomes possible to build up a nation and a state.

The accents and emphases will differ in many places. I am reminded of the wise comment of one of our executive members in our Congress in Abidjan, Ivory Coast. This point was made by Sylvester Thomas, Liberia, who is present here in our session today.

In Western countries the stimulus to physical exertion is one of the primary motives for encouraging physical education and sports. But in my country people are moving satisfactorily, often dancing for a whole night. Physical education and sports, however, teach them to move with self-discipline, in a well-measured and efficient way, focusing their attention on concrete tasks.

In this way the accents may differ with the times, according to the particular values physical education and sports hold for individual national development.

That physical education and sports can contribute to national development goes almost without saying, for they develop important attributes such as motor-activity and skill; self-discipline; responsibility for one's own health and leisure activities; social adaptation; leadership skills; a sense of fair play; a willingness to perform; perseverance, endurance and self-esteem.

It is vital for us to remember, however, that physical education and sports advance all these areas only under the umbrella of a competent and well-focused leadership.

A NEW ERA IN HEALTH, PHYSICAL EDUCATION
AND RECREATION: COMMITMENT TO CHANGE

MYRTIS E. HERNDON

*Associate Professor & Chairman
Department of Physical Education—Women
Hiram College, Hiram, Ohio, U.S.A.*

The Educational Enterprise in the Post-Modern Society

Better ways must be found for more people to
know more in less time through more avenues
for reaching the individual, at the point of
greatest need.

—Benjamin Willis

Change is inevitable, and in a fundamental sense, the future is already in the present. The future citizens and leaders of a highly complicated, technological, advanced modern society are already present. Their hopes, goals, and beliefs are already being shaped in great measure by the life about them—by the circumstances in which they live and try to get along in the world.

The world is changing at an ever accelerating pace. In fact, new and powerful forces in society are becoming more highly complicated and are demanding a rapidly increasing rate of change. Since these forces affect and shape men's lives and determine how and to what extent they move in society, man must be prepared to harness and manage the direction of these forces toward the best interests of all people.

Tomorrow's world will demand :

... a person with genuine flexibility and freedom,
a person who thrives on sensing and solving problems as complex and subtle and new as the technological environment of tomorrow. In this new world, rigidity may actually be a greater barrier to progress than ignorance.

¹ Quote by Peter G. Peterson, and modified by Edgar L. Morphet and David L. Jesser, "The Educational Program: Part One," *Emerging Designs for Education* (New York: Citation Press, 1968), p. 2.

The kind and quality of decisions made by the citizens of the post-modern society will be greatly influenced by the type of educational experiences provided by the educational systems of today. Such experiences depend upon effective leadership in all areas of the educational enterprise. Indeed, effective leadership today is crucial if tomorrow's citizens and leaders are to be prepared for the roles and responsibilities demanded of them.

What lies ahead? What will be the nature of tomorrow's world? As the new kind of education emerges to keep pace with the rapidly changing environment of tomorrow's post-modern society, how can effective leadership today prepare man to meet the challenges that lie ahead?

A Look Ahead at Post-Modern Society

The challenges facing the modern society of today—the rising population, the increasing urbanization of the people, the rapid acceleration of advancements in technology, and the rapid accumulation of new knowledge—will chart the direction of change in the future. Although no one can foretell accurately the future in a rapidly changing world, certain trends are discernible—trends which make future predictions of prospective changes in society both feasible and desirable.

Population trends. The population growth rate throughout the world will continue to increase at an alarming rate. By the turn of the century the population of the world will have doubled. As a result of new and rapid advancements in medical technology, infant mortality rates will steadily decline while that of life expectancy at birth will continue to rise. Marked shifts in the composition of the population may be expected to continue. The average age of the population will be younger, but the proportion 65 years of age and over will continue to increase.

The world wide mobility of the population will probably be greater than at any other time in the history of the world. People will become increasingly concerned about marketable skills in a more highly competitive labor market and will seek the best occupational position available, regardless of geographic location.

An advanced technological society will reach a standard of living much higher than that experienced by any nation in the past. More wealth and prosperity will also mean an increase in leisure time. Easy access to rapid systems of travel and transportation will make the world, and even certain aspects of the universe, an international playground. Such world wide mobility will demand a better understanding of the cultures, institutions, mores, languages, and goals of all people in the world.

Mass migration of people to vast centers of population complexes—urbanization—will create new problems dealing with intricate and explosive human relations. The forces of society—representing social, cultural, political and economic dimensions—will become more complex and yet interrelated in determining the direction of change. All individuals will be active and vital members in society.

Automation and industrialization. The technological revolution of the present era has ushered in a new era of increasing specialization and expanding technological and economic complexity. Unprecedented technological developments in the future will occur at an even greater pace and will demand decisions involving grave moral, ethical and social consequences. New relationships between people, education, work and leisure time will develop in an effort to "catch up, keep up and move ahead" of the scientific and technological explosion. Technical skills and knowledge, mental alertness, and creative capacities will become top priorities as man struggles to direct and control his own destiny.

The direct effects of advanced technology and automation upon economic development are evident in the following projections.²

1. The Gross National Product will continue to increase, and will more than double by the turn of the century.

2. Employment will approach full capacity and will include a greater proportion of women and older people in the labor force. Education and training will be a continuous and integral part of the employment process. The work week will be reduced, and at the same time, more flexible hour arrangements of the working day will be provided.

3. Business enterprises, supported by heavy capital investments, will continue to produce an increase in consumer goods.

4. New industrial echelons—perhaps those involving health services and participatory recreation services—will appear and are expected to create profound effects upon economic development.

5. Employees, including professionals, technologists, paraprofessionals, and white collar workers, will become powerful forces in the power structure directing business enterprises.

6. The phenomenon of automation will continue at an even swifter pace. Increased dependence upon pre-employment and mid-employment education and training of workers procurable will accompany this phenomenon.

Information revolution and knowledge explosion. The information revolution, generated by the tremendous technological advances in man's capabilities to "encode, record, reproduce, and disseminate" information, will flourish in the post-modern society. The information processing capacity for preserving and transmitting information will be greatly increased through new technological developments. Even now the electronic computer is providing electro-mechani-

²Lawrence D. Haskew, "What Lies Ahead," *Cooperative Planning for Education in 1980* (New York: Citation Press, 1968), pp. 18-19.

cal capabilities for modifying and reprocessing stored information. Such developments will continue to further the "explosion" of knowledge.

The information revolution will have a tremendous impact on every field of human endeavor. As new knowledge rapidly develops, learning becomes a life-long process necessary to maintain the pace required by such developments. Perhaps the greatest benefits to accrue from information processing technology will be the increasing capability of man to understand and solve human problems. The possibilities of new and different human endeavors indeed stimulate the imagination.

The importance of information takes on new significance as it develops into a new basic resource comparable with a nation's natural resources. There is even the possibility that the control of information stores and processing facilities may well become the primary source of a nation's social and economic power.

The Educational Enterprise in the Post-Modern Society

The educational enterprise in the highly complex post-modern society will take on new significance and new dimensions in the process of merging with that society. A new kind of education will be imperative to produce the new kind of man required to direct and control the dynamic forces of a fast-moving society. New structures, goals, and methods will emerge in order to effectively deal with the rapid and extensive economic, political, and social changes anticipated.

The educational system will comprise all systematic programs and processes of education and training that exist in society. Such would include all formal and nonformal educational activities.³

If education is to be effective, it is for the purpose of facilitating change and learning. Carl Rogers has stated:

We are . . . faced with an entirely new situation in education where the goal of education, if we are to survive, is the facilitation of change and learning. The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security . . .

I see the facilitation of learning as the aim of education, the way in which

³ Philip H. Coombs, *The World Educational Crisis: A Systems Analysis* (New York: Oxford University Press, 1968), p. 8.

we might develop the learning of man, the way in which we can learn to live as individuals in process. I see the facilitation of learning as the function which may hold constructive, tentative, changing, process answers to some of the deepest perplexities which beset man today.⁴

The "new kind of education" will include universal educational opportunities for all individual members of society. Such opportunities suggest a continuous educational process throughout one's lifetime. Indeed, Kingman Brewster, in referring to the "tombstone degree", has suggested that "there need be no terminus before the grave and it need never be too late to start or, having stopped, to resume."⁵

The more formalized educational activities—those "consciously organized for the express purpose of achieving certain prescribed educational and training objectives"—will become less formally confined to a timetable.⁶ The developments in information technology will make it possible for every individual to receive individualized instruction, thus permitting everyone to learn in one's own way and at one's own pace.

The real revolution which will alter the function, the structure, and the processes of all educational institutions, will be the result of developments in information technology. Kingman Brewster vividly illustrates this in the following statements:

... technology is potentially available right now to permit us to record on tape visual as well as spoken materials in little portable packages which would permit every household in the country to watch the best exposition, the best drama, the most complicated medical and scientific demonstrations, and to comprehend the most complicated concepts—all of this from animated visual models; and to do all this at its own convenience, on its own time, on the family television screen.

When the student can latch a little black box on to the back of his own set and through that set view and listen to the entire course of lectures, demonstrations, and illustrations, the opportunity to acquire information, understanding of the

⁴ Carl R. Rogers, as quoted in *Emerging Designs for Education*, *op. cit.*, p. xiii.

⁵ Kingman Brewster, "The Future of Formal Education," *Educating for the Twenty-First Century* (Urbana: University of Illinois Press, 1969), p. 15.

⁶ Coombs, *op. cit.*, p. 9.

methods of analysis, and concepts of thought will then be truly universal, limited only by desire of the individual or by his capacity to absorb.

Already with us is the electronic typewriter which can converse, discuss, and even argue with a computer—a computer programmed to respond to the infinite variety of questions, errors, and false starts which the student respondent may feed into it. So the really far out vision contemplates the tape lecture beamed to the student at his visual convenience. The students' responses are then answered by computer, ever alert to the nuances of half-truths, half understood.⁷

It is apparent that educational programs of the future will reflect a "strong emphasis upon problem-solving, upon learning how to meet new situations, upon the skills of observation, analysis and communication, and upon the development of attitudes appropriate to change."⁸ It is essential that the individual learn to assume more responsibility, at an early age, for directing his own educational experiences.

The world of instant travel and communication will make it possible for students to become world scholars. Travel and field trips to any place in the world will become commonplace. The international dimension of education will become a necessity. International education—"knowing how to travel, knowing how to understand, knowing how to hear the other man's voice, and hardest of all, knowing how to hear your voice as it sounds in his ear—will be fundamental to a liberal education."⁹

Financial barriers in obtaining an adequate education will be eliminated when a new system of international financing of education is established. Built into the system will be a universal "educare" to help the student meet his personal expenses and to reimburse the institution for instructional costs.¹⁰

Large complex university centers, including clusters of colleges, will be the

⁷ Brewster, *op. cit.*, pp. 12-14.

⁸ Ralph W. Tyler, "Purposes, Scope and Organization of Education," *Implications for Education of Prospective Changes in Society* (New York: Citation Press, 1967), p. 36.

⁹ Charles Frankel, "The Future University: Tool or Maker of Foreign Policy?" *Educating for the Twenty-First Century* (Urbana: University of Illinois Press, 1969), p. 52.

¹⁰ Brewster, *op. cit.*, p. 12.

dominant force of the vast metropolitan community. They will radiate society's own estimate of its achievements, of its failures, of its successes. They will generate "the new concepts, the new methods, the new data, the new descriptions, the new analyses of man and of the cosmos which are worth communicating." 11

The university center will provide opportunities for scholars to discover a better truth in their search for more satisfying explanations of the nature of man and the universe. The sharing of discovery, of testing new hypotheses, of searching for human purposes and human values will be the focus of the live teaching situation.

It will be the task of the large complex university centers to unleash the talent, effort, and participation of all members of the great university community. Kingman Brewster illustrates the nature of the intellectual teaching environment.

... Even though much information can be conveyed by animated images, words, and numbers, the process of their incremental and cumulative discovery will require a critical mass, a neighborhood, a community of old and young minds devoted to the quest, in intimate informal relationships.

... few great thoughts are born in total isolation. Rather ... they bubble to the surface after being pushed and shoved and shaken and bounced off the rocks and reefs of other minds scattered along the not entirely clear channel of common exploration. The more mature minds are kept alive only by being forced continuously to rejustify their vested intellectual interests accumulated over the years of their scholarship and research. And even the most established and distinguished among them need the ears of friendly critics on which to try the new insight, the unproven hypothesis, long, long before it is committed to print or to tape. But most especially it is the young aspirant, the would-be scholar, who needs the company of those who have gone before, not so much to accept passively the inherited wisdom, but in order to have to test his new half-formed ideas by the standard of the best. 12

The post-modern educational enterprise will offer stimulating, challenging, and enlightening adventures for man's explorations of the future.

Effective Leadership Today: A Crucial Link to the Future

The future citizens and leaders of the post-modern society are already

11 *Ibid.*, p. 16.

12 *Ibid.*, p. 16.

enrolled in the educational systems of today. If they are to effectively assume the roles and responsibilities demanded of them in the future, they must receive an education commensurate with the dynamics of a rapidly changing environment. Such an education must produce a "flexible, ever-learning, problem-solving" type of man. As Bebell has indicated: "... the citizen of the future should be characterized by his ability to continue learning, his effectiveness in dealing with problems and issues, and his flexibility in the many complexities of life." 13

To meet the challenges of a new era, the educational systems of today must undergo significant changes. Such changes must be planned for by competent people who are involved in the educational process, in order for significant educational developments to occur.

In planning and effecting needed changes in physical education, health, and recreation, attention must be directed to the teachers and administrators who are presently in leadership positions where they can plan and conduct meaningful learning experiences. It is not only desirable, but imperative, that they become sensitive to the need for change and are aware of much that is new in education. They must be able and willing to pave the way for the new breed of leadership personnel which must emerge to direct change in the future.

Fortunately, the new breed of leadership personnel is already beginning to emerge. Glines states :

Sometimes they are relatively silent; sometimes they are rather noisy—but always they function in the role of a change agent, innovator, advocate; they are on the move; they realize that their schools mirror them. They seek promising new opportunities and the challenge of exciting educational developments. 14

Rogers provides further insight into the nature of the innovator. He states :

Innovators are venturesome individuals . . . They are generally young . . . They are cosmopolite, even breaking considerable geographical distance barriers to form groups . . . They spread new ideas as their gospel . . . They are likely to be viewed as deviants by their peers . . . They are in step with a different drummer than their peers . . . They march to different music. 15

13 Clifford F. S. Bebell, "The Educational Program: Part One," *Emerging Designs for Education* (New York: Citation Press, 1968), p. 23.

14 Don E. Glines, "Planning and Effecting Needed Changes in Individual Schools," *Planning and Effecting Needed Changes in Education* (New York : Citation Press, 1968), p. 223.

Both the trend of the times and the challenges of the future indicate the urgent need for fresh, new approaches in educational leadership today. The attitude that education, including the subsystems of health, physical education and recreation, can and should do a better job should aid the process of establishing "better ways of doing things." Time is of the essence!

Effective leaders in today's educational system are able to extrapolate from the present to the future; and are capable of envisioning the role that education plays in shaping the future of humanity. This entails a world wide vision and a concern for adequate educational opportunities which will contribute to the optimum development of each and every child.

Today's leaders view education as a "continuity of processes and goals. The substantive goals provide real direction for the energies of the program, and processes provide hope of progress toward such goals."¹⁶ Goals and processes are established in terms of long-range plans—thirty-five-year plans—in order to prepare man for the challenges he will face in the future. There is a feeling of urgency that significant educational improvements must take place in the immediate future.

Leaders who are responsive to the times are "creative, innovative, and dedicated educators. They take the time to reflect and to renew their own knowledge." They realize the necessity of experimentation and of evaluation in determining the results of their efforts. They are "in step with a different drummer than their peers."

The dynamic leaders of today insist that the goal of education is to teach people "how to think, how to judge, how to balance, how to perceive"; rather than "how to do things, how to perform, how to act."¹⁷ They believe in providing the type of learning experiences which will enable individuals to become "responsible, perceiving, self-directing, self-educating individuals who are capable

¹⁵ Everett Rogers, "What Are Innovators Like?", *Change Process In The Public Schools*, Center for Advanced Study of Educational Administration (Eugene: University of Oregon, 1965), pp. 55-61.

¹⁶ Theodore Brameld, *Education Is Power* (New York: Holt, Rinehart and Winston, Inc., 1965), pp. 128-129.

¹⁷ James Russell, *Change and Challenge in American Education* (Boston, Mass.: Houghton Mifflin Co., 1965), p. 47.

of making decisions and value judgments. "18 The learning situation consists of a variety of activities—student selected projects, independent study, group work, student research, class discussions, field trips, laboratory work—which offer possibilities for greater student involvement. Students who reveal originality are even encouraged to go in their own distinctive ways, regardless of schedules and requirements, to nourish and release it. The rigidities of traditional educational programs can no longer be tolerated.

The creative thought-provoking leaders of today are willing to "deviate from curriculum structures or teaching regularities, to try out provocative ideas, and to make mistakes without fear of recrimination in the attempt to carry them out."19 They are willing to critically examine every commitment and are anxious to correct every weakness that such examination may expose. They are willing to take a firm stand on any issue against which someone is bound to protest.

Today's effective leaders are involved. They constantly try "to translate ideas into action, to support experimental testing of projects, and to draw their program directly into the channels of planned social change."20

Today's leaders are informed and responsive to other members of the academic community. They realize the necessity for much wider cooperation between faculty, students, parents, and administrators in the conduct of every institution concerned with education.

The trends of the times and the challenges of the future have placed new demands upon the educational systems of today. Educators are being forced to provide far-reaching educational innovations aimed at modernizing educational management, curriculum, teacher training, and teaching methods—combined with a massive strengthening of nonformal education. Such far-reaching innovations require a serious look at improved administration, individual productivity, and the cost-effectiveness of the educational enterprise, using methods that have come to be known as operations or systems analysis. A systems approach in physical education can present teachers and administrators with the opportunity to face up more exactly to what they want to achieve, a program of how they hope to go about it, and the courage to assess honestly the outcomes of their actions.

The extent to which innovations will occur will depend upon today's leadership. The challenges are there for all who wish to take up the quest.

¹⁸Don E. Glines, *op. cit.*, p. 169.

¹⁹Theodore Brameld, *op. cit.*, p. 125.

²⁰*Ibid.*, p. 141.

IMPERATIVES FOR A FAVORABLE FUTURE

LEONA HOLBROOK

*Professor
Representative of American Academy
Brigham Young University
Provo, Utah, U.S.A.*

In our sessions we have spoken of education, philosophy, human development and national development. We have given support to health education, physical education, sports and recreation. In all of these views and considerations there are bases for man's action toward human progress, whether that progress be individual, national or international.

It is imperative that we pay attention to the facts, to the truths, to the verities of man's existence if we are to have a favorable future for health education, physical education, sports and recreation.

What are the verities? What comes to your mind? What are the verities on the earth? What are the verities in the long tested time span of man? What are the verities that will carry man through time forward?

Man himself is a verity. Man is the product of a long and developed line of learning, selecting and adapting. Man himself may be an eternal verity. Upon man himself depend many of the eternal verities.

What manner of being is man? That's a question such as might be asked in church, or in a philosophy class or in a sociology class or at this International Congress. Ask yourself, "What manner of being is man?" Think over the idea—that word "being"—is it a noun—a human lump; or is that word "being" a verb describing what that human does? Recall that starting question "What manner of being is man?" Does not that word "manner" of being imply some known and selected and directed ways of choosing and of responding?

Here is that verity, man. Together as educators and especially as educators through health, physical education and recreation we can view him. The unvarying aspects of the verity of man are his biological quality and nature, his ecological condition and responsibility, and his ethical being and relationships.

MAN

Here is a man. He has a label on him *MAN*. (A projected picture of man with a label across him, *MAN*, was used in lecture.) To identify the aspects of man which we together view, I will call the aspects by some made-up labels, but this does not mean that with labels man is divided up. Only the names are on separate labels. All of the labels are on the same man.



BIO-MAN

Here is a label *BIO-MAN* which we add to *MAN*. This label is a label on *MAN*—not on a part of him. Man is not to be divided up as the sections of an orange. The label *BIO-MAN* is descriptive of all men and is also descriptive of all of each man.

Each person is a biological being, biologically produced, biologically sustained and biologically expressed. The quality of life of each human is partly premised upon the biological quality which sustains that life. When man ebbs biologically, life ebbs; when biological function ceases, so does life. In health, physical education and recreation we are all concerned with *BIO-MAN*.

But *BIO-MAN* is more than bio-beast. There are some identifying qualities which make man human and there are some select qualities which make him truly human. As educators we should have the knowledge and we must employ the means through health, physical education and recreation to help each learner to advance toward the truly human condition and to express a fullness and a quality of life under the label *BIO-MAN*.

There are many adversities which come in to give a distortion of the aspect of the verity of *BIO-MAN*. Here is a sample of another side or situation which intrudes itself into the long, continuous, possibly beautiful chain of being for humans. Here is an adversity personified by 29,200 punch dots from programming cards. (Illustrated with a round plastic case filled with punch dots from computer cards.) Those are enough punch dots to control one person's whole life, eighty years, at one punch dot per day. At that, a person sometimes might get to do what he might have wanted to do, yet he will have to perform under the conditions in which the prior punch dot put him.

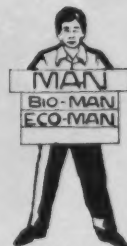


Health educators, physical educators, recreation educators, teach people to live and work and play in the fullness of accomplishment and in the expression and fulfillment of *BIO-MAN*.

ECO-MAN

(This label is added across the *MAN*.) Man within all of the systems and balances of nature is responsive to his environment and in fact he is dependent upon it. That is what ecology is about. Man must be as responsible for, as he is responsive to, his environment. Man is *ECO-MAN*.

Man is the only one of the biological beings who can be held responsible for the environment. He *must* be held responsible for that environment. Man is best able of the animal forms to appreciate the environment, to make his



own selections and adaptations within himself and to develop his own appreciations for the enjoyment of nature's environmental presentation. Man who devastates the earth by his own abuses is not an *ECO-MAN*. Man does inherit the earth. He must conserve its features and assure its functions. He must allow the sequence of life for its creatures and its vegetation. Man to be an eternal verity, must be a good *ECO-MAN*.

That one who has been in classes and courses and activities in health education, physical education and recreation education must become educated well as *ECO-MAN*.

ECO-MAN must know the answers. *ECO-MAN* must practice the ways which guarantee survival of the desert, the rivers, the mountains, the lakes, the oceans, the animals and birds, and of man himself.

There is an adversity that comes up for *ECO-MAN*. Some of his fellow humans already live in crowded apartments, take subways to work, walk in dark streets deep down between black buildings where the sun never shines. Maybe they know sunsets in paintings, or they carry ideas of them in their heads or analyses of them in their burdensome briefcases. (Illustrated with a Folon picture.)

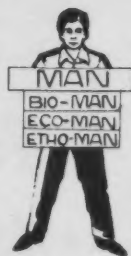
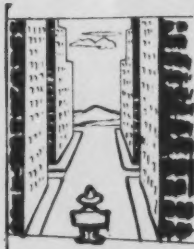
Health education, physical education and recreation education in their objectives for man, their concepts for learning, and their activities for teaching must sustain the eternal verity of *ECO-MAN*.

ETHO-MAN

(Label *ETHO-MAN* now superimposed.) Ethos is defined as "the fundamental or spirit of a culture; the underlying sentiment that informs the beliefs, customs or natures of a group or society; dominant assumptions of a people or period; the element . . . that determines a man's action rather than his thought or emotion; the character or disposition of a community, group, person." (The Random House Dictionary of the English Language 1966.)

ETHO-MAN may be a little lower than the angels but he may be a little higher than the devils. For *ETHO-MAN* the fields of health, physical education and recreation provide concepts, knowledges, objectives and practices to direct him to a life which is wide enough and long enough and deep enough and full enough—an able life, a lived in life, a meaningful life and an expressed and appreciated life.

Those who have been taught or led by us should know that there is something vital and significant in the ideas and activities which we exemplify and which we encompass and espouse.



ETHO-MAN learns from us, both by our example and by our teaching of facts and skills, how to express himself, how to be accomplished, how to be self realized, how to be fulfilled.

ETHO-MAN learns that the little things are little and the big things are big; he learns, too, that some little things appropriately may be made big, and appropriately some big things should be made more little.

ETHO-MAN will learn to work in harmony with other men toward a sustaining of human dignity and human spirit.

ETHO-MAN will discover or will be inspired to learn that governments with legislative action, military units with armed force, citizens with protective might cannot assure to each man a coverage of protection and security of safe conduct through his life. Only *ETHO-MAN* accords human security and assurance to his fellowman. *ETHO-MAN* does not threaten or endanger any aspect of my living. *ETHO-MAN* allows for my well learned and well considered expression and expansion. *ETHO-MAN* fends off or aids in times of peril and natural catastrophe.

An abiding faith and an active favor for *ETHO-MAN* must be restored. The recognition and the teaching for *ETHO-MAN* must outpace the spawning of Evil-man. *ETHO-MAN* must be the eternal verity.

Health, physical education and recreation are ethical teachings. They relate to ethical concepts, ethical conduct, and ethical outcomes.

The members of our profession and the members of ICHPER have a responsibility for ethical conduct and ethical leadership.

The American Association for Health, Physical Education and Recreation had, at its Annual Convention in April of 1973, a Working Conference on Ethics.

I will quickly survey with you what I consider were the highlights of the topics for discussion when the AAHPER individuals and groups concerned themselves with private and corporate responsibility related to the action of professionals in our fields of health, physical education and recreation.

1. Commitment to Self

The teacher or leader in our fields of health, physical education and recreation has a right to make some choices on his personal codes and styles and his modes of behavior. His right is equally weighted with his responsibility under the titles of "teacher" or "leader." He teaches what he is—that is the very nature of teaching health, physical education and recreation. The support for the teacher's position is verified by his class work. Or take it the other way if you will. What he teaches in words and paper work and student activity is either confirmed or denied by himself, the teacher, as model.

But this does not really deny fullness to the teacher in our fields. This commands the teacher to make the most of self—for the philosophy for our fields

claims fullness for the participant and learner and certainly demands it of the teacher. Let the teacher develop competence, charge him to manifest wholeness, give him an opportunity to gain wisdom and allow him to show versatility.

Let the teacher be serious enough, expect him to express joy and humor, know that he will represent timely self-discipline and be assured that he is fully accountable through his meeting responsibility and the expectations for productivity.

The commitment to the self made by *ETHO-MAN* will more than outweigh the expectation put upon him. The two patterns, one, of commitment to self and, two, the demands of others may vary on the margins, ever so slightly, but count on *ETHO-MAN* to measure up to the "Commitment to Self."

2. *Commitment to Others*

A marked characteristic of a profession is its commitment to the use of its specific skills and knowledges in the service of others.

Our best information, our skills, our energies, our attentions during our employed hours are to be directed toward those who are in the endeavors for which we have made a contract. Our contract is a business one with the administration, but it is an ethical and moral one with our learners.

Our obligations are toward the enhancement of their lives through the learning and growth experiences which we can provide and conduct for them. We can help to make them responsible in the use of free will. We can give them experience in testing out facts and truths to develop continuing rationality. We can help them to gain energy and ideas and we can aid them to develop these into skills and talents to bring themselves to fulfillment and self realization and responsibility. We can teach them the beauty in order, in function, in movement and in individual and group endeavor and productivity.

Commitment to others is the manifestation of *ETHO-MAN*. The success of a teacher in health, physical education and recreation is marked by the development of consciousness and conduct in his students toward the concept and realization of *ETHO-MAN*.

3. *Commitment to the Profession*

The individual in our professions has a responsibility for himself and his own professional conduct. Within a group he has a responsibility as a member and for the group. There may be a time in our professions when one individual or a group, either self designated or appointed, will be appointed, will be responsible for checking or directing some professional action of some others who may need it.

There are highly held principles about recognition for writing, research and other creative endeavors to which able and honorable professional people ascribe.

Full commitment to the profession by a fully able human and a fully able professional call for the acquisition of important and related knowledge, a constant application of best thought and effort to the professional working situation and

an attempt to advance truth and knowledge and productivity of the highest excellency which can be attained within that working unit.

A "Commitment to the Profession" is a confirmation of our faith in the self as *ETHO-MAN*, in fellow professionals as *ETHO-MAN*, and to our professions whose highest purpose can be *ETHO-MAN*.

4. *Commitment to Social Order*

As *ETHO-MAN* I can know that my freedom is related to his freedom, and that my great freedom is guaranteed by my willingly establishing for myself somewhat the same boundaries that he would establish for me. In the name of fairness and freedom I must establish for him the same privileges I establish for myself.

We learn about social order in many ways. Through sports and games we learn of the reason and purpose of rules and their application for all. Through facing, both as individuals and as groups, the problems of research, we learn of sequence and logic and outcome.

Through training and action we learn of knowledge, skill and effort for productivity.

We learn that power is the ability to get the work done. We learn that claim or force is not equivalent to accomplishment or ability.

We learn that health and beauty have no color such as red, black, yellow, or white.

We learn that a high bar stands the same height in front of any person of any color.

We know that joy can come to a person of any race. We know that goodness shines out at us through the eyes that look on us from black skins, that kindness is given to us in yellow hands, that help may arrive on the feet of a red skinned man, that words of understanding may be spoken by one of our own color or by one of any color or in any tongue.

In our freedom, in our action toward the democratic ideal, we have found brotherhood and we have built the enduring bonds which give us the background for a Commitment to Social Order.

Our fields sustain us in our work which is a personification of and an expression of *ETHO-MAN*. Our "Commitment to Social Order" is a verity for enduring.

5. *Commitment to Education*

Our fields are concerned with all of the guide words in education, optimum growth, search for truth, advancement of knowledge, the whole man, teaching and learning, learning by doing.

Interesting, isn't it, that so often used are the examples from our own fields to illustrate how a person learns? Recently the *Journal of Higher Education* (Bayley, David II. "The Emptiness of Curriculum Reform," *Journal of Higher Education*

Vol. XLIII No. 8, Nov. 1972, The Ohio State University Press, pps. 591-600) published an article on how to improve teaching and learning. Frequent references to experiences and methods in our fields were given to illustrate good teaching. This tells us that if we plan well and develop some meaning, following that up with meaningful action, then we educate. And better still, if we further interpret the meaning of the meaningful action we educate well. That is what the article on education reform was all about. Can we do it? (1) plan meaning (2) conduct meaningful action (3) develop more meaning. That is our Commitment to Education and to those whom we would educate. Our fields are directed toward *ETHO-MAN*. Our educational methods, content and objectives focus on *ETHO-MAN* in our "Commitment to Education."

6. *Commitment to Environment and Man*

Nature and the systems of the universe were in a usable balance when man first came along. Perhaps there was once an orderly process and change. Man was part of that orderly process and he perhaps was part of the change itself. Did man begin to change things more than the orderly process and change anticipated? Man developed and thought and planned to make the changes he did. He must continue to learn and think and plan and change, and only as he should. That too is part of orderly process and change. If man is part of the orderly process and change and has had the ability and the will to change he must have the ability and the will to make the correct change for the present and for the future.

There are causes and effects, there are acts and consequences, there are optimal resources for work and for leisure and for life itself.

Man manages small units in his life and on his earth. He must with knowledge and conscience and foresight be *ETHO-MAN* and have a "Commitment to the Environment and Man" for now and for all time. *ETHO-MAN* in this manner will sustain *MAN* as an eternal verity.

7. *Commitment to Contracts and Business Relationships*

The professional, as *ETHO-MAN*, may be effectively operating as an employed person in relation to the administration where he works, as a fellow faculty member with colleagues, as a person conducting business relationships in many ways, and as an individual in church, social and community groups.

The introspective and circumspective person will find implications for this topic. He will say, "take a good look at the direct or the indirect honesties and decencies and integrities in all of the situations in which you are judged, in which you serve as model, and in which you affect others through your contracts and agreements." That's the verity. Man must be an *ETHO-MAN*. Health, physical education and recreation can clearly direct humans toward *ETHO-MAN*.

It is imperative for human development and for national development that we have some clear and decisive positive action for man-*BIO-MAN*, *ECO-MAN*, and *ETHO-MAN*.

The imperatives for a favorable future for health education, physical education, sports and recreation are that we clearly direct our professional activities toward man—toward *BIO-MAN*, *ECO-MAN*, and *ETHO-MAN*.

THE ROLE OF PHYSICAL EDUCATION, HEALTH AND
RECREATION IN NATIONAL DEVELOPMENT:
POINTS TO PONDER

SUTARMAN

*Professor Emeritus of Human Physiology
University of Indonesia
Vice President, Indonesian Coordinating Body
for Physical Education, Health and Recreation*

1. National development embodies two aspects of a phenomenon, as the two faces of a coin—separate and yet forming one unity:
 - a. It is the development of individuals for their own sake, for their own satisfaction and enjoyment, for their feelings of security and their ability to live a full life.
 - b. It is also the development of the individual as a member of society with his right and duty to contribute to the well being of society through his social and economic commitments.
2. Both aspirations have as their target the individual, the *MAN*, with all his psycho-physiological traits, his reactions and his experiences as they relate to his environment and social background.
3. It follows from the above that physical education, health and recreation, in that they are directed toward the individual for the initiation and acceleration of his development—as is true for all education—require an approach which should be basically *individualized*.
4. The earlier education starts, the better the results which can be expected, not only because of the higher resilience of the younger body and mind, but also because of the great influence education can have in avoiding adverse experiences in later life.
5. The teacher or trainer will act primarily as guide and demonstrator, rather than as drill.
6. The education of the masses (which should not be mass education, i.e., uniform drill) should be based on the activities of each individual. The teacher should educate the self-propelling urge of the individual to learn and train.
7. The attainment of health, physical and mental well being in their broadest sense is the basis for a healthy and active society, which should be enjoyed by each and every member of society. Any weak link in the chain of national effort is likely to become a cause for breakdown, and should be avoided.
8. All physical fitness movement to attain a high level of health will succeed only if it constitutes a *continuous, lifelong effort* on the part of each individual.

9. Into the hands of the individual should be given the means of self-evaluation of results, which will be the strongest impetus and incentive to him for continuation and progress. The feeling of success gives him satisfaction and enjoyment. The training will become second nature to him.
10. Employers of a labour force which is exposed to the debilitating effect of hypokinesia and monotony in its physical and mental capacities (office workers !) should in particular be made aware of the need of providing for their workers adequate facilities for physical activities and recreation.
11. Society consists of individuals of various ages of both sexes, of the handicapped, the invalids, the drop-outs, none of whom should be left out of the national effort. They should not be made the weak link in society (see 7 above), which may endanger the success of the national effort.

THE ROLE OF HEALTH, PHYSICAL EDUCATION AND RECREATION IN NATIONAL DEVELOPMENT

SYLVESTER J. THOMAS

*Assistant Minister of Defense
for Coast Guard Affairs
Department of National Defense
Monrovia, Liberia*

Throughout the world today, as scientific development soars to its highest peak and mankind strives for the conquest of space, the greatest emphases have been placed on national development. For the developed countries, it has meant changes in ideologies and concepts of human behaviour; for the underdeveloped, it means striving to reach the goal of physical development, to develop human resources, to improve health conditions, and to safeguard the right and privilege of everyone to freedom of living, freedom of worship and freedom of learning.

In all these busy pursuits of life, the one outstanding factor has been the ability of man to stand the stress and strain of this complex world which imposes so much on his health and well being.

Health may be defined as the beauty of life which enables man to think freely and accurately, move vigorously but cautiously, and act independently while remaining mindful of the needs of others. Good health has been defined as not only freedom from disease, but rather a state of existence in man and his ability to perform. As we attempt to pursue the relationship of this vital attribute of man to the development of society and the building of nations, we find that good health and physical fitness is the keystone upon which any nation is built.

If we could turn the hand of history back a few centuries, we would be able to see that primitive man, in his attempt to develop a government, divided his inhabitants into groups according to physical fitness. The strongest of all were used as soldiers or protectors of the whole, against invading tribes, wild animals or even weather. The second strongest group was used for the gathering of food and the procurement of other necessities, for planting and hunting. The third group were used simply as helpers, being the weaker ones. In some primitive societies, these weak ones were even put to death because of the feeling that they were unable to help the community. Thus, in the early stages of human development, we find that human behaviour did not condone bad health and drones in community development.

Today, as never before, we are confronted with the same problem of having physically fit citizens to participate in the development of any government. To achieve this goal, accurate planning is very necessary at the beginning of a child's life, for later he will be expected to serve his nation to the best of his abilities.

Programs must be developed in our schools and communities to afford our young people a sense of appreciation and capacities for creative thinking and

constructive evaluation. The concept of developing a strong nation must surely depend upon the ability of its citizens and people to respond to their daily tasks and assignments with absolute involvement and dedication. A healthy body must be required for all these assignments.

As we consider the role of health, physical education and recreation in national development, we note that it is the challenge of all times, varying with the interests of man. However, we wish to identify ourselves with a system of providing adequate facilities for health and recreation to promote physical fitness for all citizens in the nation; for we must continue to seek health and pursue good health.

In the framework of our national democracy, everyone is taught to exercise the privilege of freedom of choice in vocation and daily avocation. In many instances, nations and communities have found it necessary and wise to have parks or recreation centers for various ages and sexes. This act not only beautifies the cities, but also supplies one of the greatest needs of man. It provides a place where people can relax away from the busy pursuits of life, finding time to enjoy the beauty and breathe the free air of nature. It also provides an antidote to frustration and a means of wholesome recreation. The health aspect of parks and recreation centers is far greater than their value in terms of dollars and cents.

Socially, friendly relations and cordial associations are very prevalent at these centers of recreation and health. In the area of physical fitness, we find that in wholesome competition among the young or old, people tend to develop a strong spirit of friendship and respect for each other, based on ability and skill. These factors of life tend to bridge the gap of racial, ethnic, or political barriers, for people will always remember the pleasant interaction and relationships developed in a friendly competition.

Very often at international conferences, problems relating to the subject matter of the conference are discussed most of the time, instead of seeking solutions or mediums for achieving goals and objectives. Following the theme of this conference, national development must embrace not only the young, but also the old; not only those in school, but also the drop-out. For those of us in Africa, in my case West Africa, great emphasis is placed on physical fitness in all our activities. This is characterized in all of our dances.

Finally, I like to think of recreation as the ability of man to re-create—to re-create within himself the forces of energy, mental stability and enthusiasm which are so easily destroyed in the frenetic pace of today's world.

Physical education and sports is a practical and realistic philosophy of living, for in it we find an integrated way of life, embracing the psychological, emotional and the social. Furthermore, it develops self discipline, which is one of the main ingredients for national development.

As we struggle in this Twentieth Century to perpetuate peace and freedom among all men, let us strive to develop in each and every person a high consciousness for a healthy body. Let us persistently struggle as well for improved relationships among men and nations through the mediums of recreation, health, and physical education.

PHYSICAL EDUCATION IN THE REPUBLIC OF CHINA IN BRIEF

WU, WEN-CHUNG

*Professor and Director
Graduate School of Physical Education
Taiwan Normal University*

*(Eds.: The full text of Dr. Wu's presentation
was not received in time for publication.)*

Taiwan—some call it Formosa, beautiful island. It is a province of the Republic of China and its capitol city is Taipei. There are about fifteen million people in the nation.

The educational system of the Republic of China may be considered as developed. There are more than two thousand elementary schools, and we have nine years of compulsory education. Junior and senior high schools number over seven hundred. We have ninety colleges and universities, and junior colleges are included.

The physical education curriculum for boys and girls in various schools and colleges is two hours per week, extra curricular activities 120 minutes per week. Qualified teachers of physical education are working in the secondary schools and universities, but in elementary schools the physical education teachers are not professionals.

In professional preparation training for young physical educators, there are six institutes, from two-year system to five years. There is a graduate school of physical education, established in 1970, at the National Taiwan Normal University. It offers two-year advanced courses for post-graduate research to study for the Master's degree.

The National Society of Physical Education was re-established in 1972, and has about two hundred members. In the community, for the public, there is the National Amateur Athletic Federation, organized from central government to town office levels. There is also the National Olympic Committee, which is working to prepare participants to take part in the Asian Games, the Olympic Games and other international sports competitions.

In addition to international physical education activities and sports, there are many kinds of Chinese traditional exercises. Tai Chi Chuan is one example (what Western people call shadow boxing), an art of self-defence which harmoniously combines physical, mental and spiritual activity. It can be considered similar to dance from the scientific point of view, and is a perfect exercise for those who are old or sick.

Recent news in the field of physical education is that last month the Department of Physical Education was established under the Ministry of Education. We are now awaiting the election of officers.

This, in brief, is the situation of physical education in the Republic of China today.

THE CONTRIBUTION OF PHYSICAL EDUCATION TO NATIONAL DEVELOPMENT IN EGYPT

IBRAHIM KANDIL

*Chairman, Department of Physical Education
High Institute of Physical Education
Cairo, Egypt*

This topic has been selected in accordance with the XVIth ICHPER Congress theme and because it is felt that any conference organized by ICHPER should follow two main roads :

1. Papers presented by representatives discussing the development and problems of physical education in their countries so that experiences can be shared by all.
2. Review of recent research so that ICHPER members will keep abreast of the latest developments in the field.

Values of Physical Education

In the speaker's opinion, we should be specific and concrete about physical education values and objectives. We should differentiate between what physical education can do alone in terms of developmental physical and recreational values, and those other educational values inherent in physical education which are also shared with many other school subjects and which are affected by socio-psychological environmental influences. Social, emotional and mental development are the product of many factors, and certainly physical education with its play drive and social atmosphere creates fertile soil for total personality development. However, we need to do more research to ascertain our contribution towards educational values in definite scientific ways. For how long are we going to place educational values as superior to those physical and recreational values which are basic, life-long needs of citizens? Especially when physical education is the sole agent for their development? They should be given paramount importance and placed ahead of all other values.

Contribution of Physical Education to National Development

For physical education to play its role in national development and equip children and youth with physical fitness, recreational sports skills, and good posture, as well as contributing towards total fitness and citizenship, there should be a well-graded curriculum of physical education that constitutes the minimum following programs and activities :

1. *Sports*. Each boy or girl selects one sport to learn and play, one of which should be recreational in nature.

2. *Physical fitness.* Each boy and girl should participate in a physical fitness program adapted to his or her needs.
3. *Combative activities.* Each boy selects one activity of a combative nature to learn and play.
4. *Posture.* There should be a program of body mechanics directed towards postural development and correction.
5. *Swimming.* Swimming should be a major part of the program, not only for safety measures but for recreational purposes as well.
6. *Intra and extramurals.* There should be an extensive intramural and-extramural program adapted to the needs, abilities, and interests of the boys and girls.

Problems Facing the Development of Physical Education in Egypt

1. The problem of a large number of pupils.

Education in Egypt is free through college. As a result, the establishment of new schools and facilities does not keep pace with the needs of large numbers attending schools. Some schools in crowded areas have to organize two shifts for their boys and girls to attend school. Such a system gives very little time for physical education programs, especially intramurals.

To help solve the problems of large numbers of students with shortages of facilities, time, and leadership, it is suggested that each boy and girl work on his own to acquire physical fitness and to learn game skills. According to this plan a booklet, including a physical fitness test and information concerning sports skills for the popular recreational games, is distributed to pupils. A guidance center in a central school with good facilities is established in each area which can serve 5,000 pupils. The purpose of the center will be to interpret, publicize the program and also help students in skill performance. Pupils from each school are allowed to visit the center according to a fixed schedule. Awards and badges are given to those who can arrive at any of three standards of performance planned for physical fitness and sports.

2. The problem of grading in physical education.

Because of the shortage of secondary schools and university facilities to accommodate all those who want to continue their education, high grades are needed. For this reason there is great competition between students to get high grades. Since pupils are not graded in physical education, they neglect it.

Grading students in physical education will encourage them to participate fully in school programs.

These questions arise :

1. How can we grade students objectively in physical education in a manner that will be conducive to equality of opportunity?

2. Shall we fail students in physical education?

It is felt that pupils could be graded in physical education with equality of opportunity according to the following suggested system :

- | | |
|----------------------------|------------|
| 1. A physical fitness test | 30 marks ; |
| 2. A sports skill test | 50 marks ; |
| 3. A knowledge test | 20 marks. |

I don't think that we should fail pupils in physical education, but each one will receive a grade according to his abilities, and this should be added to his total grades in all subjects. In this way, physical education will be one of the roads which leads to college education.

Principles of National Physical Education Planning

1. Physical education should be a part of the national plan for development.
2. Each boy and girl should participate in a complete progressive program of physical education and be evaluated and graded according to his ability.
3. There should be a minimum standard of physical education facilities in each new school.
4. There should be a plan to coordinate the use of club facilities by schools.
5. For those schools that have no access to needed facilities, a central playground should be established which each school could use according to a planned schedule.
6. Physical education institutes should share in planning and evaluating school programs.

PROBLEMS OF PHYSICAL EDUCATION IN GERMAN ELEMENTARY SCHOOLS

FRITZ BALZ

*Rektor
Vice President of the German Committee
of Sporteducators (ADL)*

It can hardly be expected to touch on all problems regarding physical education in German elementary schools in a short lecture. Therefore I shall confine myself to substantiating some thoughts on principles of physical education, simultaneously singling out some problems which I presume may be of interest to you.

At the present moment the German system of education finds itself in a transition stage. Our reformers want to develop the traditional three-type school system into a better integrated and differentiated form, aiming at school justice and equality of rights according to constitutional law. Many of our reformers expect to realize the so-called "integrated joint-school" (*Integrierte Gesamtschule*) which will demand an extreme standard of differentiating work, especially in the higher year classes. This differentiated work refers not only to subjects of teaching, but also to the selection and development of talents, and finally to achievements of pupils.

Simultaneously, school curriculums are being analyzed critically in order to meet demands of new educational objectives, which is why our reform is full of hope as regards democratic forms. Mutual responsibility of pupils is considered important in creating a more active school life. In connection with such measures, our reformers wish to realize their desire to conquest the obsolete school spirit, characterized by its constrained dullness, and to attain a more liberal and cheerful attitude.

"School life is to be of vital interest to pupils." This main idea supporting the new school program can be realized only if our schools succeed in mastering the realities of life. School time is an apprenticeship forming the personalities of pupils.

1. This fact is, of course, of vital importance for physical education, which is regarded as comprehensive to such an extent that it cannot be replaced by anything else. It must be admitted that so far the German science of education is not always prepared to recognize unlimitedly the value of physical education because obsolete ideas still prevail. However, there is a marked change quite recently. An independent science of physical education is being more and more widely recognized, and is regarded today as a systematic, comprehensive knowledge of sports. Physical education is considered as the centre of aspects completed by supplementary sciences such as pedagogy, anthropology, medicine, biology, hygiene, physiology, psychology, sociology, history, etc.

Sport science relies on experience without, however, excluding irrational moments, speculations and interpretations.

Sport didactic in an extensive sense comprises investigation as well as teaching and learning. In this connection I have to add a critical remark : abstract theorizing involves a certain danger because it seems to lead to sterile speculations.

2. Each child is gifted with a natural pleasure of movement which we observe already in the first days of life and which we hope will last for a whole lifetime. Our civilization endangers this pleasure constantly, which is why the responsibility of the school is growing more and more important to preserve this pleasure of movement during the critical years of growing up. Those remain poor who have lost their sense for rhythm and forms of movement, and who are unable to play. Their leisure time will be void. They have lost not only part of their identity, but also the capacity to establish contacts with fellow creatures. We must keep in mind that famous sentence of the German poet, Friedrich Schiller : "Man will be a human being only when he is able to play."

This experience determines the whole school work, thus proving it indispensable. Leisure time, often gained by means of long labour contests and nowadays by modern techniques, must be utilized reasonably. Our schools recognize this fact more and more and, in this connection, their responsibility to increase "the quality of life."

However, German physical education can meet this demand only imperfectly as long as our schools allow neither sufficient lesson hours nor necessary training facilities or playgrounds. In Germany the fight goes on to attain the daily sport lesson and to establish more playgrounds, gymnasiums and swimming pools.

In order to show the scientific evidence of the value of a daily movement lesson, at least in the primary school, a careful investigation was carried out in eight classes of the first school year, and later on the same procedure in eight classes of the second school year. Four classes had the privilege of a daily lesson, and four classes were granted only the conventional two hours weekly. This investigation was substantiated by medical and psychological tests. The results proved the advantage of a daily lesson with regard not only to the physical, but also to the mental aspect.

In view of the climatic conditions in Germany, especially the rain and cold, our schools must fall back on gymnasiums. One gymnasium is required for each (beginning) ten classes of a school. However, this requirement is met only by about sixty percent of the schools. This involves a difficult problem because our financial means are used to a large extent for sport constructions which are destined only for professional or record sports. Therefore, the opinion grows that more must be done for sports in school and for the masses.

3. The pre-school time and the first school years are especially suitable to gain movement experiences. The methods applied begin with games, and later on more sport forms are adapted. Each child is testing and training his powers, trying at first to obtain achievements in an optimal sense. In the course of development, when the I-you relationship becomes closer, children become capable of com-

paring their efficiencies ; they aim at matches and contests, and even records. Growing experience of movement marks the way to this target, gained in permanent training, which here is by no means understood as the merciless and morose form sometimes characteristic of record sports. In this connection it may be mentioned that in German discussions it is sometimes asserted: training aiming at top achievements ought to be valued as risky and must be rejected "as a doubtful means of the ruling social classes, with a view to integrating human beings into a capitalistic society claiming nothing but efficiency." It is evident that this word "efficiency" offers many ideologic interpretations.

With regard to our schools, this problem is of importance so far as it is necessary to pay careful attention that the requirements of all pupils must be considered, including the gifted and non-talented, and including even those who are indifferent. In other words, our schools must not neglect the majority of pupils only to produce some outstanding talents with a view to enlarging the credit and reputation of the school at the expense of other pupils, whatever ambitious sport teachers may argue.

4. In the schools of the Federal Republic of Germany, competitions have been organized for many years. These school contests have their traditional place in school sports. The so-called "Federal Youth Games" (*Bunde Jugendspiele*) constitute a form of versatile as well as general contest, pedagogically justified, and comprising especially athletics (such as running, jumping and throwing) and swimming in summer, or competitions with apparatuses in winter. This contest is often enlarged by various other branches of sport in which the single sportster, as well as his class or even his school, participate. The results are valued according to a general point system; about forty-five percent of the participants (comprising some millions) acquire a victory document.

During the period of the third up to the eighth school year, these competitions meet with a general popularity provided they take place in the summer. However, winter sport (with apparatuses inside the gymnasium) is of late being disputed because many teachers and pupils consider it too formal. They rather prefer the refreshing cheerful play.

"Youth Trains for Olympia" is a special competition appealing to the voluntary sport groups among elder pupils, permitting talents to be supported individually. However, only some of our pupils participate in this more extramural contest, which is concluded with a celebration festival in Berlin. It has to be added in this connection that here the cooperation between school and sport club scores good results.

In order to make the pedagogic aspect transparent for organizing contests, an exemplary competition of German schools was announced in cooperation with the German Teachers Union and the German Olympic Society, with a view to achieving as large a percentage of swimmers in a school as possible. In 1973, with about 2,000 schools participating, good results were achieved.

5. In our movement-limited civilization, keeping a large part of our youth in towns foreign to nature, the problem of natural development is of the greatest importance. The difficulties of this problem may be decisively modified by systematic physical education. Whenever we hear lamentations concerning the bad constitution of our youth, or physical weakness and defectiveness, and whenever the general state of health is described as unsatisfactory and even as endangered, physical education presents itself as a necessary remedy. In Germany we have no special education for health as an independent field. Physical education plays a more active role; biology confines itself to necessary verbal information.

6. Physical education furnishes outstanding means to form the personality of the growing child. Directly experienced movements produce an increased self-confidence which may turn out especially valuable in the event of failures in other spheres.

It is in play that the growing child proves himself, and what is more, where he has to stand the test of his community. He experiences his opponent with whom he has to contest in a fair way, as well as his friend who is helping him and whom he is prepared to help. In observing the rules of play he experiences the sense of institutional law. He learns to accept failures calmly as well as to remain modest in victory. Thus grows imperceptibly, but nevertheless effectively, the sense for community and responsibility, transforming the playground into a classical stadium of political education (Oetinger).

The secret of this educational result may be derived from the fact that sport is presenting itself as a copy of life, furnishing situations in a reduced scale comprehensible to the child. In the world of the child, with its own dimensions, education is being realized by activity. Instructions and orders remain small lights; only the chance to act may kindle the fire.

7. Summing up, I should like to furnish a survey of German sport in connection with school activities.

German sport presents itself in three fields. Above all there is school sport, for which the ministers of culture in eleven German federal states are responsible. Our curriculums provide, on the average, three lessons weekly for physical education. Unfortunately there are more deviations for less hours than for more hours. While in former years primary and elementary school sport teaching was performed mostly by the classroom teacher, nowadays the number of specialized sport teachers is growing. School sport comprises nearly all children and adolescents up to the fifteenth year of age, but not the elder pupils serving their apprenticeships or attending professional schools. As to our secondary schools, more and more facultative forms of participation in sports can be observed.

The second field is club sport. The German Sport Association is the largest free organization in Germany and comprises today more than 40,000 clubs with more than ten million members in all kinds of sport. More than 600,000 voluntary assistants perform their work in close cooperation with many thousands

of professional sport teachers and trainers. Since several million pupils are club members, the time they dedicate to sport activities makes a substantial contribution, according to the engagement of the single pupil. Therefore our youth, organized in sport clubs, contributes significantly to physical education, which is not adequately performed in our schools on account of the overburdened curriculum plans of other subjects. Cooperation between schools and clubs can be improved; in many places there are already very good contacts. German club sport must be valued as beneficial because the citizens of our state are thus granted a free form of sporting activity in adequate social surroundings.

The third field is the leisure sport of the masses, performed by millions of people not attached to a club. Although maintenance of health is the prime motivation in most cases, recreation and personal development are more and more becoming pronounced motives. The German Sport Federation (DSB) has initiated the so-called Trim-Yourself-By-Sport action (*Trimm dich durch Sport*) which has met with surprisingly wide approval in all population classes. New utensils have been invented; communities care for wander facilities and training places, encouraging exercises in free forms. In summer innumerable people fill the swimming pools and beaches; in winter ski facilities are more and more exploited. Wandering by foot, by bike and by boat is increasing.

As I intimated before, school must not remain secluded, but must look for contacts with clubs. On the other hand, it is the duty of the school to encourage pupils to perform a life-time sport which will be of value to them throughout their whole life. The pupil must get acquainted at an early stage with sport rules and techniques which, when mastered, will ensure him self-confidence and creative pleasure. Thus he remains faithful and loyal to sport.

The situation of sport in Germany as outlined here must necessarily remain a short sketch only, but I still hope to have contributed to your own work and to our mutual understanding.

DEVELOPMENTS IN MOVEMENT EDUCATION IN HOLLAND

JAN C. WILMANS

*Inspector General
Dutch Teacher Training Colleges
Meppel*

The history of physical education in elementary education in Holland during the twentieth century can be divided into four periods.

1. Beginning in 1889 a kind of military inspired and rationally thought out group of mechanical-looking "movements"—neither fish nor flesh—was taken into the curriculum of the teacher training; however, only some of the larger towns really introduced it into the elementary schools.

2. This situation lasted until 1920, when a complete program of physical education for elementary schools appeared. The law on elementary education of 1920 calls physical education an obliged subject; however, there were no gymnasiums, no playgrounds, no swimming pools, and no capable teachers. Because of this, the school boards and teachers, many of them still living in the middle of rationalism, had no difficulties in asking for delay, while the government, seized with fright at the prospect of having to build for millions and millions, found budgetary excuses for two decades long. Nothing happened; even around 1935 one of our ministers of education put physical education explicitly at the bottom of his list. But reaction grew, "action groups" were born.

3. Then 1940 came. The delay stopped, and the government appointed about sixty state supervisors (counsellors)—young specialists in physical education—to promote physical education and to help the classroom teachers teach it. Each general inspector for elementary education received the aid of two physical education specialists (see Scheme A-I). They had nothing to work with, but they did quite a good job. They inspired the classroom teachers through instruction and helping visits. They inspired the school boards to procure gymnasiums, playgrounds, apparatus, etc. In this way in-service training for physical education got quite a chance. However, how weak educational planning sometimes turns out to be.

Not more than eight years later a special state supervisor was appointed with the job of building up a balanced physical education working program for a hundred odd teacher training colleges for elementary school teachers. In the eyes of the government, they did their job so well that gradually the number of physical education supervisors was reduced. Having started the work with two physical education men to each general inspector (for all subjects), in the late sixties we see one physical education inspector to each two general inspectors (see Scheme A - II).

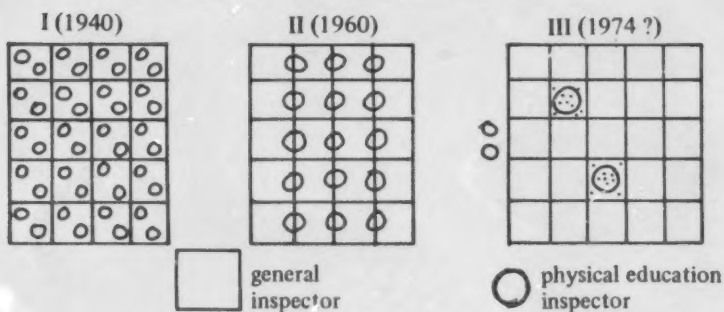
Of course, during the three decades after 1940 a huge improvement can be seen. Innumerable gymnasiums, sport halls, playgrounds and swimming pools have been built and fitted up, as I mentioned during the ICHPER Congress of

1971 in Jamaica. Generally speaking, in each elementary school in the Netherlands two 45-minute periods of physical education, and sometimes three, are being given weekly.

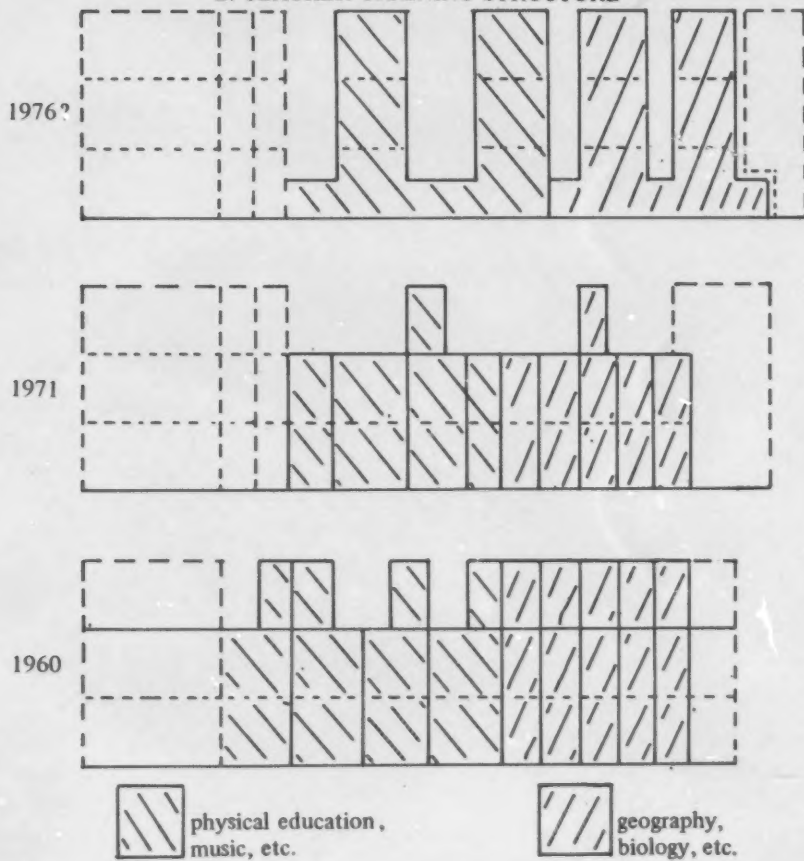
4. The minister of education decided this year that we have developed such quality that he could no longer defend the special place for physical education in the state inspection structure that we have had during the last three decades. The reasons that are given for this change are the following: (You are free to change the order.)

- . Physical education has become a recognized subject in the curriculum.
- . After thirty years of special attention, the teaching quality has improved; physical education is not a backward area anymore.
- . It is not good for physical education to stay in an exclusive, "apart" position. This prevents the real integration of movement education into the total school education.
- . The training of elementary teachers for physical education has improved, at least to the level of the other subjects.
- . In-service training is not one of the essential tasks of the governmental inspection; it ought to be done by the teacher training colleges and by private—although state subsidized—advisory organizations.
- . Money.

A. STATE INSPECTION STRUCTURE



B. TEACHER TRAINING STRUCTURE



5. Now let's have a more "myopic" look at the plans and at the situation.

A. Development of the state inspection structure :

1. In the forties (see Scheme A-I).
2. In the sixties (see Scheme A-II).
3. Probable situation in 1974: (see Scheme A-III)
 - a. About one of ten general inspectors are going to be found in the field of physical education specialists. They will have to inspire and inform their colleagues, not special physical education men.
 - b. A few physical education specialists will keep an advisory job in the field of buildings, playgrounds, apparatus, etc.

B. Until 1971 teacher training for elementary schools presented the structure of 1960. Every student had to prepare himself during three years in every subject (see Part B-1960*).

In 1971 teacher training changed (see Part B-1971*). At the end of the second year of their studies the students make a choice. Besides theory of education, Dutch language, social-cultural science and recreational physical education, they have to choose among:

one of the subjects history, geography, physics, biology and arithmetics



and

one of the subjects music, arts (drawing and handicraft) and physical education



from which they have to study didactics. Till now about 25% of the students have chosen physical education.

Perhaps in 1976 this structure will be refined into a far more versatile and flexible one. Very roughly—only for the present purpose—it is outlined in Part B-1976. The choice has to be extended to four subjects out of ten (twice 2 instead of twice 1), but the study of these subjects already starts somewhere during the first year. There will be room for new subjects. This structure is among other things based on the conviction that a more profound study of subjects improves the possibility for coherence or even integration.

C. During 1971 we used:

1. the first year after an unaltered structure of teacher training; the new teacher training had not yet delivered graduates to the schools;
2. perhaps one of the last years of the existence of a group of physical education specialist-inspectors who were able to be in personal

* very schematically

contact with the majority of the elementary schools in the country; to test the quality of the daily work in physical education in the elementary schools all over the country.

The "simple" purpose was to make an addition of the already existing opinions in this field of the separate inspectors, that until then had not been gathered systematically. Each of them got the instruction to attend at least 100 hours of physical education and lay down a teaching record of each lesson on an identical blank.

An extremely abridged report of the result may be found in Part C.

- D. Although in some towns advisory organizations for general teaching existed for many years, their rapid extension is more recent. We have now about thirty-five of them, covering approximately one-half of the population. In only a very few of them—the older ones—physical education specialists belong to the staff.

6. Some remarks. Once the new structure and the philosophy on which it is based is accepted, my personal opinion is :

- A. The quality of teaching physical education in elementary schools is not yet what it ought to be (see Part D). We have gained a lot. 90% of the teachers like to teach physical education, which is quite the opposite of thirty years ago. In three-fourths of the lessons the atmosphere is sufficient and more than that. The opinion of 75% of the teachers is that more hours of physical education are needed.

But as far as the quality is concerned :

- . Related to the traditional didactic criteria—e.g., efficient organization, right choice of exercises in relation to the child's development, and real "teaching"—about one-half of the lessons attain the qualification "sufficient".
- . As for the newer criteria—e.g., self-activity, group work, differentiation—only one-fifth to one-third reach an acceptable level.
- . The planning, both short and long range, is bad.
- . The modern didactical criteria in movement education, creativity and expression, as well as integration in the whole of elementary education, have not been used in this evaluation. Although growing, they are still in the pioneer stage: e.g., creative educational dance has been only recently introduced in some teacher training colleges and in a growing number of schools.

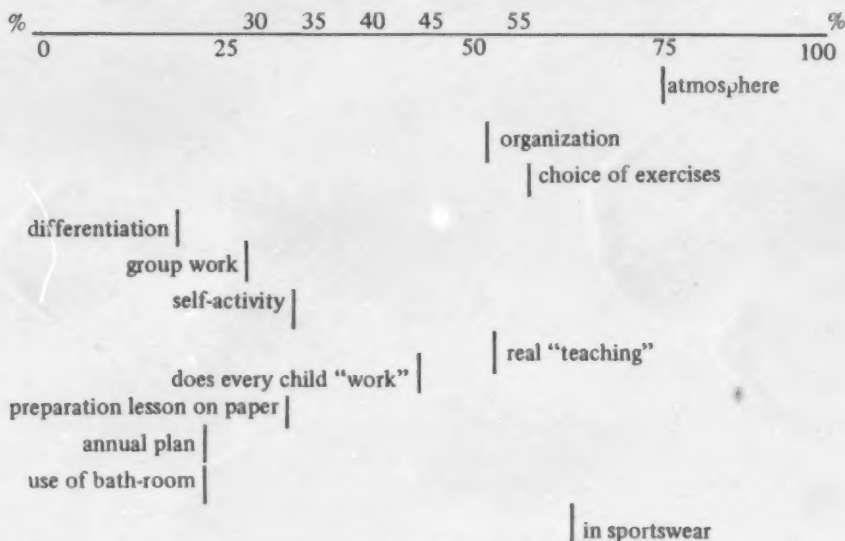
Some people have expressed the opinion that the quality of physical education is not better or worse than may be found in other subjects. Even if this were true—but evaluations as extensive and strict as this one for physical education I never saw—I think the level is unacceptable for the present and for the future.

C. RESULTS OF THE EVALUATION OF 1,695 PHYSICAL EDUCATION LESSONS
IN ELEMENTARY SCHOOLS BY CLASSROOM TEACHERS (in %)

<u>Age of Children</u>	<u>Age of teachers</u>	<u>Sex of teachers</u>	<u>Place of lessons</u>	<u>Kind of lessons</u>
6 - 7 : 38	31 : 64	Female 45	Gymn. 85	Gym 76
8 - 9 : 31	31 - 50 : 29	Male 55	Playgr. 15	Game 24
10 - 11 : 31	51 - 65 : 7			

<u>Size of class</u>	<u>Co-instruction</u>	<u>Teaching pleasure</u>	<u>Want coaching</u>
1 - 19 : 12	+ : 83	+ : 90	+ : 90
20 - 34 : 70	- : 17	- : 10	- : 10
35 - 50 : 18			

D. CRITERIA - % sufficient + good



B. I agree that we may be hopeful as to the results of the new teacher training. But we will not be able to start with the latest version earlier than in 1976, and it will be many years before a new generation of elementary teachers will have populated the schools.

C. The organization of advisory aid and in-service training is still in its adolescence and, where it works, physical education stands somewhere

at the end of the row of priorities. This in spite of the fact that 90% of the teachers ask for coaching in physical education. This situation will prove to slacken the speed of innovation by young, enthusiastic and better-trained teachers.

7. Conclusions for the time being.

- . The ideas, the philosophy are interesting—although different ones are possible.
- . The planning of change, especially coordination, gives a weak impression.
- . The speed in one area is not synchronous with the speed in others.
- . We run a big risk that in the next decade physical education will fall in the gap of the planning, that we shall lose much of what we gained. It might even be possible that the baby will be thrown out with the bath water.

PRIMARY SCHOOL PHYSICAL EDUCATION AND TEACHER TRAINING PROGRAMMES IN HONG KONG

LOW WING KEE

*Director of Physical Education
University of Hong Kong*

Background

A brief account of the background of Hong Kong will give you an idea of the needs and challenges that must be met in the provision of physical education. Hong Kong has a total area of roughly 398 square miles which comprises Hong Kong Island (29 square miles), Kowloon Peninsula (3.5 square miles), and the New Territories (365 square miles). The New Territories are relatively undeveloped with much unclaimed land which stretches up to the border of China. Thus the majority of the people live on the island and peninsula.

Hong Kong has the unenviable distinction of being one of the most densely populated areas in the world (a population of over four million people) and is thus confronted with the almost insuperable task of providing adequate accommodation for its fast growing population. The situation has been further aggravated by the constant influx of refugees. Since 1949 it has been calculated that over two million immigrants have landed in Hong Kong, and the great majority remain. Many have brought capital, determination, skill and perseverance. In the latter years, however, the immigrants have tended to be poor, ill-clad and hungry. During 1962 it has been calculated that approximately 250,000 have entered Hong Kong illegally and are in need of housing, work and schooling.

From the above description it looks as though this place is for the survival of the fittest. In a way it is true that one gets such an impression. Labour and sweat are not here the romantic slogans of a protected class. Life for the majority of the people is hard and does more to motivate the child at school to study, to achieve good grades for a chance to study in the university or to obtain a better position in an industrial job. There is little time for participation in sport and recreation and it is difficult to think in terms of the "ideal" with respect to physical education in Hong Kong. But in recent years, despite inadequacies, physical education has achieved a significant level of development.

Hong Kong has always been short of space and the government, recognizing the need for provision of play areas and recreation facilities in schools and in Hong Kong, has given priority to development of physical education and physical recreation schemes.

Primary School Programme

Before I proceed to discuss physical education in the primary schools of Hong Kong, I wish to give you an outline of the educational system of Hong Kong. The structure is as follows :

- (a) Kindergarten - 2-3 year course for children from ages 3-6.
- (b) Primary - 6 year course for children from ages 7-12.
- (c) Secondary - 5 year course leading to the Hong Kong Certificate of Education.
- (d) Colleges of Education, Post Secondary Colleges, Technical Colleges, Pre-University (2 year course) and University.

There are three main types of schools in the system : government schools; aided or subsidized schools (usually run by the church) assisted financially by the government; and private schools (run and financed by private bodies or individuals). The medium of instruction in schools is English except Chinese schools, where instruction is in Chinese with English as a second subject.

There are nearly 1500 primary schools in Hong Kong and a good number of these schools are bi-sessional; i.e., separate morning and afternoon sessions are held for different groups of children. This system makes it difficult to expand and develop the physical education programme in primary schools. Other problems in the set-up are the lack of space, facilities and qualified physical education teachers.

In spite of such handicaps all schools schedule two 40-minute periods per week for physical education. These sessions are held mostly in public playgrounds between 9:00 a.m. and 4:00 p.m. Allocation for the use of such play areas is arranged by the Education Department of Hong Kong. Schools with assembly halls, small play yards, or flat roofs converted into play areas are considered "fortunate" because they have the facilities for implementation of the physical education programme. Therefore, it is not surprising that the primary school extra-curricular programme for sports and games is limited.

A scheme of work which includes exercises has been compiled by members of the Physical Education Section of the Education Department to guide teachers in their programming of the 40-minute periods of physical education. This scheme forms a suggested syllabus for physical education in primary schools and has been a valuable source to teachers in charge of physical education.

Most of the activities included in the syllabus are exercises which involve large body movements, strength, suppleness, coordination, balance, and basic games skills such as throwing, catching, kicking, hitting or striking, etc. Many of the games skills are basic movements in gymnastics and lead-up games to soccer, basketball, volleyball, bat and ball games, and track and field events.

A normal lesson plan for a primary school physical education session is as follows :

- (a) *Free activity.* This part is designed to stimulate circulation and respiration, to release pent up tension in the classroom, and to enable pupils to practice movements taught in previous lessons or to explore and experiment with new forms.
- (b) *Compensatory.* The exercises in this phase of the lesson include suppling

and strengthening movements to cover arms and shoulders, trunk, legs, and abdomen. Basic agility and activities are also included in the compensatory part but much emphasis is laid on exercises to develop arm, shoulder and abdominal strength.

- (c) *Group activity.* This is the "main dish" of the lesson where gymnastics and games skills are taught and applied, if possible, to the game situation. A wide range of activities ranging from forward roll to basketball and soccer skills are listed in progressive stages. The work in this part of the lesson is planned to embrace many kinds of skills and aptitudes to exert a force and challenge to the participant.

In most primary schools folk dance is included in the physical education programme. Dancing has proved its popularity with boys and girls of primary school age, and at the annual school music and dance festival nearly all primary schools enter teams to compete in the various age groups. The standard of performances is good. Today every encouragement is given to this phase of the physical education programme.

Most of the folk dances introduced in the programme are developed as a result of experience and to meet the needs of the age groups. Basically these dances are simple in pattern and lively in character, and the range of dances includes Chinese historical and dramatic dances, Scandinavian, English and European dances. Many of these dances are adapted and made simpler to suit the ability of the child without losing the character of the dance.

Inter-school sports and games competitions are organized in a small way among schools in districts of Hong Kong, Kowloon and the New Territories. The games competed for are usually soccer and basketball. For example, in the inter-primary school basketball competition held this year, 136 teams with 1600 players participated in both the boys' and girls' tournaments.

The biggest sports event for primary schools is the Games Day Competition. This is an annual competition held in 25 districts in Hong Kong, Kowloon and the New Territories, and the number of schools entered for this competition totalled 529 with 27,500 pupils as competitors. Activities in this competition are mostly relay events which include short distances straight relay, shuttle relay, obstacle races, and simple games skills races. This Games Day Competition, inaugurated a couple of years ago by the Education Department and Hong Kong Schools Sports Association, is getting popular and it is envisaged that more primary schools will be participating in next year's competition.

Recent government development of camp sites in the surrounding islands has encouraged many youth organizations and schools to include weekend camping and camps of one week's duration as part of the school and physical education programme. This outdoor activity, where classes are held out-of-doors for children to experience living under canvas and to be involved in practical work in the field and countryside on topics connected with science, geography and physical education, has proved highly successful. The pilot scheme for Primary School Camps included 28 schools with a response of 2,500 pupils. The application

list is encouraging and the Education Department is making every effort to accommodate more schools in the future camping programmes.

Teacher Training

In the sphere of teacher training of physical education teachers for primary schools, the system adopted in the Colleges of Education in Hong Kong has been developed to suit local conditions. From early attempts with courses of approximately six months to the present position, in which these colleges run two-year courses for both men and women designed to produce physical education teachers for primary schools, clear progress can be seen.

There are three Colleges of Education in Hong Kong and all offer a two-year physical education course as one of the elective subjects. Students who register for physical education undergo a selection test before they are accepted for the physical education elective course. These tests are practical tests for strength, suppleness, stamina and skills (games and gymnastics).

The average first year intake of students is 40 (20 men, 20 women) per college, and the present enrolment of students taking physical education as an elective course include :

first year	:	126	(70 men, 56 women)
second year:		147	(61 men, 76 women)
		273	(131 men, 132 women)

This year one of the colleges of education introduced a special class in addition to the physical education elective course. This special class is made up of approximately twenty men and women students who are outstanding athletes or games players but who did not make the admission cut-off. Early reports from the lecturers in charge of this pilot scheme show that these students score well in practical work and as demonstrators in skill activities, but there is plenty of room for improvement in their theoretical and written work. Whether these students will make good physical education teachers for primary schools will be known when they do their teaching practice.

The allocated time for the physical education elective course is as follows :

first year	:	6 hours weekly x 30 weeks = 180 hours
		Plus 5 weeks teaching practice in schools.
second year	:	7 hours weekly x 30 weeks = 210 hours
		Plus 5 weeks teaching practice in schools.

Approximately two-thirds of the time is spent on practical work.

The content of the course has been carefully modified to suit local needs and special attention is given to the Primary School Physical Education Syllabus, improvisation of equipment, small space activities, minor games, and skills training. Lectures cover topics such as aims and objectives of physical education, administration and organization of physical education, teaching methods, qualities of the

physical education teacher, elementary anatomy and physiology, sports techniques and games coaching. There are also course elements which deal with the practical aspects of indoor and outdoor activities, referees and official courses, and field work in local areas.

The system of training of physical education teachers in Hong Kong is similar to countries in South East Asia which have based their teacher training methods on the British pattern. Of course there are differences, and in Hong Kong these may be ascribed to the status of the community and its particular problems such as tremendous post-war population increase, shortage of adequately trained physical education teachers, lack of playgrounds and facilities, and the undue stress on academic progress which leads to the accent being placed throughout school life on passing examinations as the major objective of a child's education.

It is heartening to note that the Hong Kong Education Department is making every effort to improve the training of physical education teachers. Future developments include :

- (a) Increases in the time allotted to physical education in the colleges of education. As from next year students select only one elective course. This means doubling the time allotted to the subject.
- (b) Inclusion of a third year physical education course in 1974, and equipping a specialist training centre.

A point worthy of note is that much emphasis is placed on the physical education of the young, and the improving standard of living in Hong Kong will inevitably lead to an expansion of physical education in schools of the future. The teachers required to meet this expansion are now in training. The Physical Education Section of the Hong Kong Education Department has accomplished a great deal under difficult conditions and to date, physical education is a going concern in Hong Kong. There is evidence that the philosophy in regard to physical education in Hong Kong is changing with the times, and with the support of the government, physical education has a bright future in Hong Kong.

DEVELOPMENT OF SPORT MEDICINE IN INDONESIA

T. KARIMOEDDIN

President

The Indonesian Association of Sport Health

There are two reasons why the medical world has involved itself actively in physical education and sport activities, i.e.:

1. It is a confirmed fact that physical education through exercises and sport contributes to the development of man's physical, mental and social well being.
2. Increasing recognition in the sport world that medicine can contribute to improved performance.

The extent of this involvement depends on many factors, including the stage of development of physical education, the acceptance in the sport world, and above all the outlook of the government towards these activities.

Development of Sport Medicine

Tracing back through history, the active participation of medicine in sport dates already from ancient Rome, when Galen (130-205 A.D.) was appointed doctor to the gladiators. He even considered gymnastics to be part of medicine.

Whereas involvement of physicians in physical education is limited to medical counseling, in the course of time the participation of the physician in the sport world has led to development of a serious specialty, "sport medicine." This is a relatively new field, not to be compared with established disciplines such as surgery or gynaecology, because here we have a combination of many disciplines. For this reason, it is rare that one can consider oneself to be a full-fledged specialist in sport medicine.

The Scope of Sport Medicine

This is not easy to formulate, but one can approach it by looking at the goal of competitive sport, which is to obtain maximum achievement from the athlete. This means transferring his potential capacity into maximum achievement without impairing his health.

The cardinal determinant of performance is training, and no sportsman ever excelled without hard training. This is the task of the coach. However, sport medicine has already shown promise of being able to help in the measurement of the training progress.

The way in which sport is conducted may cause hazard, and the coach should be able to advise on how to avoid the traumatizing aspect of movement in contact sports. One can minimize injuries but once it happens, it is important to see that the athlete can be treated and rehabilitated as soon as possible. It would

be ideal if in transferring the capacity of the athlete into maximum performance, the coach and the sport doctor could work as a team, though essentially the coach would remain the central figure. On his part, the doctor should be able to support the coach in a scientific way based on research already done.

As mentioned above, sport medicine is a combination of medical disciplines, among others : physiology, anatomy, cardiology, nutrition, orthopaedics and pharmacology. As long as competition, whether local, regional, national or international continues, the goal of breaking records will be the ultimate aim of any athlete. This is very natural, but in trying to achieve this, it should not be done in a way that might impair his health or go beyond the boundaries of sportsmanship. It is here that the sport doctor should see that over-training and the use of drugs, known as doping, are avoided.

Development in Indonesia

Compared to developed countries, sport medicine in this country is still in its infancy. This means that the doctor enters the sport field with a first-aid kit when there is an accident. The ringside doctor may himself have boxed in his youth, and so his work is most often carried out in the sense of amateurism, as a hobby. After the game, everything is forgotten. On one or two occasions attempts were made to arouse interest in sport medicine in Indonesia, but circumstances were not favorable.

Finally a turning point came when the Indonesian Olympic Committee decided to send a team to the pre-Olympic Games in Mexico City in 1967, where competition would take place at high altitude. Definitely, here medical science was needed to help the athletes find an effective method of adaptation. However, there is still a long way to go before we can practise sport medicine as it should be practised. It takes time to develop a new idea.

What are the main obstacles, and what has been done so far in Indonesia?

1. We have to convince the sport world that in order to obtain maximum performance, there is a gradually increasing need for a scientific approach, and that sport medicine can make a contribution. This cannot be done individually. That is why some of us in the Indonesian medical community who have an interest in sport medicine took the initiative by establishing the Indonesian Association of Sport Health. This was done in Jakarta on June 27, 1970 with the support of the Department of Health, the Directorate General of Sports and Youth, and the Indonesian National Sports Committee. The idea is to have branches at the provincial level. At the present time we have branches in Bandung, Surabaya, Jakarta, Palembang, Semarang, Makassar and Denpasar.
2. Organization alone doesn't go far enough; there is a need for basic equipment with which to work. Here again the Department of Health came to our support, since this equipment can be used for other purposes in addition to sport medicine.

3. Equipment will remain idle without skilled personnel to handle them. Here again the Department of Health provided us with some young doctors, eager to be trained in the basic principles of sport medicine. Training institutions are available in Jakarta at the Faculty of Medicine, the Institute of Cardiology, the National Institute of Nutrition, and the Medical Centre of the Air Force.
4. Finally, the Governor of Jakarta contributed by providing a good location at the main stadium for the Sport Medical Centre of Indonesia, which was inaugurated on May 3, 1972.

It is now up to the athletes and the coaches to make use of these facilities. We of the medical world have done our best to help them, to translate their capacity into performance. The old idea that a champion is born, not made, is obsolete; today we know that a champion is both born *and* made.

SCHOOL HEALTH IN THE NATIONAL DEVELOPMENT OF INDONESIA

DANGSINA MOELOEK

*Director of Health Education
Ministry of Health*

Many years ago, children were a group neglected by the public, by health workers and even in some ways by their parents. Parents thought it was enough to send their children to school and give them good food and clothing. Research in health care was almost always directed towards the adult person. This group, they thought, needed the health service because they must work and earn money. In the records of public health centers and hospitals, most of the patients were adult. Children were only a very low percentage. Yet we know exactly that many children suffer from disease.

Today, in workshops and congresses, consciousness of the importance of the children is always stressed. But what happens after that? The conclusions and recommendations become a pile of paper. The subject is neglected again, even when new programs have been made for the future.

Now let me take this subject out of that pile of paper and put it upstairs once again.

In national development, attention to child health cannot be neglected. Children represent an investment in manpower, and that reason alone is sufficient to establish the importance of this group from the earliest stages of life. It is a responsibility of every government to protect and promote the health of the people. For school children, this responsibility is shared by school health services.

School health services are part of the public health effort, directed toward school children to achieve conditions of health which will provide the opportunity to learn and grow up in a harmonious, efficient and optimal way.

In Indonesia, the implementation of such activities should be based upon the following :

Act of 1960, Concerning Health

Chapter I, paragraph 3.

1. A child's wholesome growth within a health environment is imperative in forming a healthy generation and a strong nation.
2. The people's awareness and understanding of health care and protection are very important if the highest degree of health is to be achieved.

Chapter II, paragraph 9, article 2.

The government carries on special activities for the health and wholesome growth of the younger generation, in the family

circle as well as in the school, in the youth community environment, and in sports.

Act No. 12, 1954, Concerning Education

It is of vital importance to create well behaved and skilled human beings—democratic citizens with a sense of responsibility for the property of the community and the fatherland.

Historical Development of School Health Services in Indonesia

The development of school health services in Indonesia can be divided into three phases, namely the periods of :

1. Dutch sovereignty (before 1942);
2. Japanese occupation (1942-1945);
3. National independence (1945-present).

During the Period of Dutch Sovereignty

During this period school health services was a division of the local health department. Usually the activities were concerned with treatment of minor ailments. How the health services were operated depended on the initiative and activities of the local physician who was in a position of leadership.

In 1872, in the framework of control of communicable diseases, the following regulations were made:

1. It was compulsory that every school child have a certification card of smallpox vaccination.
2. School children who had a communicable disease were prohibited from visiting the school.

In 1919 the Djakarta Municipal Health Department established a unit of school health services. The focus of this service was directed only to schools which used the Dutch language as the basic communications language.

Later on, this service was also developed in other cities. In 1930 a mobile unit was used and a mobile health team consisting of a physician and nurses visited the schools on a regular basis. The activities were mainly treatment of minor ailments, immunization, and education about personal hygiene.

During the Period of Japanese Occupation

During this period the school health activities were discontinued, with the exception of a few areas. The attention of the government at that time was focussed on the interests of the Japanese.

During the Period of National Independence

In the early stages of the revolution, the situation of school health services remained pretty much the same as during the Japanese occupation. Later events

occurred as follows :

- | | |
|-----------|---|
| 1950 | - There was a re-development of school health services, directed mainly towards those schools which had a school health program in former years. |
| 1951 | - School health services were developed with the assistance of WHO/UNICEF. |
| 1952 | - The government established an Inter-Departmental Committee. |
| 1956/57 | - This Committee developed "A Plan for the Health Care of School Children" which was carried out in the School Health Pilot Project for urban and rural areas. Jakarta was selected as the urban area and Bekasi as the rural area. |
| 1960 | - School health services were extended to other areas. |
| 1962-1967 | - Period of stasis. |
| 1967 | - School health services were re-activated. |
| 1969 | - School health was one of the UNICEF aid programmes. |

At present, the government is conscious of the fact that school health services should be developed in order to improve the health conditions of the nation.

In 1970 Sport Health was added to the Division of School Health and University Health under the Ministry of Health.

Aspects of School Health

From all that has been outlined above, it is apparent that school health is not yet well done. Now let us look at the program of school health. This consists of:

1. Health education ;
2. Health services; and
3. Healthful school living.

Health Education

Here are included all the problems about health concerned with helping school children develop good health habits. An important aspect is involving the teacher in the presentation of information on personal hygiene and the environment. The teacher must help the child apply the knowledge about health which he learns in school to his own life. We can say that education is successful if it raises the attention and understanding of the pupil, producing a change of mind and attitude which they feel as a need.

Health Service

This work functions to :

- determine the health status of each child;
- perform follow-ups on children to get defects corrected;
- maintain health guidance for all children according to their special needs;
- select and refer to special classes those children whose health would be injured in the regular program;
- provide technical supervision of those classes;
- provide emergency care;
- control communicable diseases.

Health services contribute to the health education of children not only through informing the child concerning his own health assets and liabilities, but also through the child's contact with medical and allied personnel.

The teacher must know what the functions of the health services are. The teacher also needs to know what each of the health specialists does for the teacher and what he expects of the teacher.

Healthful School Living

Healthful school living consists of :

- environmental sanitation;
- a hygienically organized school day;
- the maintenance of a healthful emotional environment through sound teacher-pupil and inter-group relationships, recognition of individual differences, and curriculum adaptation.

The purpose of this program is to decrease the morbidity and mortality rates of the pupils.

Following is information concerning the activities of the school health services.

	<u>1968</u>	<u>1969</u>	<u>1971</u>
Total number of provinces	15	21	25
Total number of schools	2,975	10,376	18,689
Total number of pupils	758,313	2,486,027	3,428,808
Total number of teachers	—	55,921	91,732
Total number of trained teachers	8,016	8,703	17,097
Full-time workers	94	311	817
Part-time workers	332	944	1,690

Other activities are immunization, sanitation, and nutrition.

Planning of Extension School Health Programs (1974-1979)

I. Objectives :

To increase the value of health, to prevent and cure disease, to rehabilitate school children and the environment, and to improve the health of children through health education, health services, and healthful school living.

II. Target :

- A. Elementary schools.
- B. Schools for teacher preparation.
- C. High schools.
- D. Universities.

III. Realization of the program consists of:

- A. Increasing the coverage of schools (from 30,000 to 80,000).
- B. Extension of manpower through:
 - 1. Additional health workers with a target of:
 - a. 1 full-time worker for every 6 schools.
 - b. 1 part-time worker for every 3 schools.
 - 2. Upgrading courses for the teachers so that every school has at least one trained teacher.
 - 3. Specialization in school health, school health education, and the MPH in school health.
- C. Acquisition of more complete equipment.
- D. Motivation through lectures, health education in the schools, health education in institutes of education for teachers, workshops, and supervision.
- E. Research and evaluation.

IV. Methodology:

- A. Integration of school health with public health centers.
- B. Extension of school health services to establish a unit of school health in every area.
- C. Integration with other departments, e.g., the Ministry of Education.

Now why are we so concerned with developing our school health programs ?

27.8 percent of the Indonesian population is school age children, and enrolment in school is about 50 percent at this time. We hope to reach 70 percent of this

3
population through health education. If this 70 percent is healthy, we can say that we are successful.

There are obviously many problems. Until now, 70 to 80 percent of the budget for health has been used for curative measures. This is the time to start on prevention, and the first step is extension of health education. Health education does not mean watching films about diseases which rarely occur in Indonesia. What we expect is a program of health education which has been adapted to the health requirements of Indonesia.

In addition to budgetary problems, other problems are:

- A lack of manpower, so school health programs cannot be carried out in every area.
- Other programs, whose target is also school children, still conduct their activities separately from each other and directly with the schools. This makes for duplication of effort as well as confusion among the workers.
- Until now there has been no official cooperation between the Ministry of Health and the Ministry of Education in this area.

In spite of the problems, or perhaps because of them, we must work diligently to improve the provision of health services to our children, at least to the level of that in other, more developed countries.

RECREATION IN INDONESIA: ITS ROLE IN THE DEVELOPMENT OF THE NATION

WING HARJONO POERWOSOEWARDJO

*Associate Professor
College of Physical Education and Sports
Bandung*

In order to present an overview of the subject, the scope of the development of recreation and leisure pursuits in Indonesia will be indicated in summary form. The newness of the field, the complexity of the subject matter, and the limited number of systematic studies of the subject make it difficult to present a complete analysis of the problem. A bird's-eye view of the field enables us to visualize the main contours of the landscape through which we will travel. No attempt will be made here to indicate the heterogeneous nature of the many indigenous cultural groups in Indonesia; rather, the subject will be discussed from the national viewpoint.

Recreational Activities and Other Forms of Leisure Pursuits

Very little is known about recreational activities in Indonesia before the 1900's. Much less is known about the early notions as to its meaning and the place it occupied in human endeavor. Most of this information is lost in antiquity. The clues which do survive are so submerged in myths and legends that their precise meaning is open to conjecture.

Play is largely individualistic and spontaneous, rather than organized, but ceremonials involve group participation. The ceremonials often include dances and other rhythmic movements, the forms of which have been transmitted from generation to generation. Rhythmic movements, spontaneity of action, mimicry, repetition, dramatization of events, impersonation and the like are characteristic of the dances. Ceremonials are mostly associated with such events as the birth of a child, marriage, harvest, various holidays and other important occurrences. Dances are also frequently performed outside the framework of ceremonials.

A factor that was significant to leisure in the early years before the Dutch occupation was the division or stratification of people into more or less distinct classes, involving a differentiation of status and function. In the upper classes, which included the ruling or feudal group and the priests, more time was devoted to leisure activities. In fact, especially in the case of women, such leisure was sometimes a requirement of their positions due to complicated strictures on their activities. It is well known that during the Mojopait Empire and the Mataram Kingdom great cultural progress was noted. It was especially in the *kraton* (palaces) that many cultural innovations were made, such as the *gamelan* (musical instruments), the *wayang kulit* (shadow play of leather puppets), classic dances, and even the batiks with their classic motifs. In those days the *kraton* were the centre of cultural and recreational activities. For the lower classes, to whom

these cultural innovations sifted down, recreational activities also included market days, cock fighting and betting, which were common practices.

Brief Historical Background in the Twentieth Century

From 1900 to 1942, Indonesia was still under Dutch administration. The impact of Western culture was felt, but it was difficult to coordinate traditional ideas with newer objectives and techniques. Nevertheless, sports grew in importance, and physical education was introduced into existing schools. The traditional forms of games, folk dances, and similar activities remained, but new forms of recreation also emerged (particularly for the upper classes), such as tennis, soccer, korfbal, and swimming. Theatres, stadiums and sport fields became a distinctive feature in the big cities.

The period of early independence was marked by consolidation of the government administration, which was frequently disturbed by political upheavals. The war of independence and insecurity in the social and economic realms disrupted the lives of millions of families, and conditions in general were upset. All of these affected both the amount of spare time available and the desire for commercial and communal forms of recreation.

The later independence period has been characterized by reconstruction and the building up of the nation. It has been an era of rapid social change due to the constant introduction of innovations in the scientific and mechanical realms, as well as applications of modern technical approaches. Indonesia's emergence as a political force in the international world; the speeding up of production, distribution, transportation and communication; the extension of government functions; the sprawling of great cities; as well as the growth of public recreation and commercial amusements, all have occurred within the last twenty odd years.

Demands for leisure pursuits have been changing also. Commercial concerns are attempting to provide the forms of amusement most desired by the masses. Roads leading to commercial amusements, popular sports, and mass forms of entertainment have become crowded. The amount of money expended for recreational goods and services is an index of popular taste, but it is difficult to ascertain just how much money is expended for this purpose. The growth of motion pictures, sports, automobiles and pleasure driving, radio broadcasting, civic centers, and other recreational and civic enterprises are indicative of the changing nature of the period. The recreational interests, choices, and habits of the people are also undergoing considerable change. The faster modes of transportation make it possible to travel faster and more extensively. The recreation movement is becoming nation-wide, and the pursuits of leisure cover a wide range of interests. Recreational activities reflect to a certain extent advances made in national development.

The Role of Recreation in National Development

Or, to put it another way: How can recreation help the people preserve and develop their capacities, enabling them to participate in the development of the nation?

To answer this question, we must first take into account the nature, purpose, and value of recreation, and these are perhaps best understood when we examine the effect recreation has upon people's lives. In this sense, it is appropriate to consider recreation's potentials for personality growth and development. Furthermore, recreation is by far the largest consumer of leisure time, and is thus bound to become an increasing social force. Leisure can be used in positive or negative ways, and its potentials as an asset or a liability to society are tremendous.

In addition, recreation is a method of attaining and retaining physical fitness, a device for learning, and a means of building morale and unity among persons and groups. It is sought as an attractive way to develop personality and achieve balance. Recreation can help curb the extremes of delinquency and other forms of anti-social behavior, and help ameliorate problems of community disorganization. Thus, as a social force, recreation can play an important role in the development of the nation.

There is still another factor to take into account. Indonesian society is in transition. Economic, social and political forces are becoming more and more pressing and involved. The word acceleration is frequently used in speeches to indicate the fast pace not only in our daily lives, but also in the course of transition from a traditional to a modern society, from an agricultural to an industrialized way of life. It is becoming difficult to find privacy or the opportunity to relax and escape the fears, frustrations, anxieties, and problems of the modern world. It is not only the speed, but also the physical characteristics of our environment which sharpen the factors of distress. Noxious agents, including polluted air and water, and certainly radiation, are looming around the corner with the advent of extensive industrialization and mechanization. Opportunities to counteract these strains through recreation must therefore be made available.

Recreation, an Aspect of Education

Leisure pursuits can supplement education, thus promoting integration of the people into the economic and social development of the nation. Ways must be found of coordinating the work of school teachers and the youth leaders who organize leisure pursuits, and also of enlisting the support of parents. Thus, the problem of organizing leisure pursuits must be born in mind.

Although leisure pursuits have to be properly organized, it must not be forgotten that here, more than anywhere, the individual follows his free bent; whatever type of organization is adopted, it must aim above all at developing personal interests. In this frame of mind, emphasis should be laid upon the importance of associating the people themselves with the organization, planning, and management of their leisure activities.

Recreation, an Economic Factor

Indonesia is rich, very rich, in its natural resources. From region to region there is a diversity of natural and cultural assets. If well developed and managed, they can attract more outdoor recreation seekers as well as incoming tourists,

and these bring about beneficial effects, for outdoor recreation and tourism can play an important part in the economic life of the country. The number of outdoor recreation seekers and incoming tourists is growing, and consequently there is generated a huge demand for foods and services. Satisfying this demand is big business, and it is getting bigger.

The bulk of recreation and tourist expenditures go for food, lodging, transportation, and other necessities. These expenditures are made in three general zones: in the home community, en route, and at the recreation or tourist sites. Thus, the expenditures of recreation seekers and tourists are a significant element in the economic life of the community. But this is not all, for as the volume of recreation and tourism expands, it may bring about additional capital investment, which enlarges the scope of the community's economic activities. Even a brief overview of the field indicates that consumer spending for outdoor recreation and travelling is increasing, and that the power of the recreation rupiah or the tourist dollar is very real.

Thus, while recreation is and should be considered of that order of services which must be provided for its benefit to the public without a dollar-and-cents accounting of immediate benefits, it does make sound fiscal sense. In urban areas, recreation often represents a wise economic use of land, increasing values beyond original cost; in some underdeveloped areas, it may be a means of economic rebirth; and throughout the nation it provides a major market for goods and services. The recreation and tourist industry is becoming a generator and a catalyst of national economic growth and development, including creation of new opportunities for employment.

Problem of Development

There is at present no focal point for coordination of recreation policy, planning, programs, or management. Over-all responsibility for initiating and guiding a national effort in recreation has never been explicitly assigned. There is little thought given to the over-all development of recreation throughout the nation. Therefore, recreation should become a responsibility and function of the government, which is concerned with the well being of its citizens and because wholesome recreation contributes to that well being.

There are factors which tend to support the validity of the role of government:

1. Government alone has the financial resources to acquire, establish, improve, and operate recreation facilities in adequate amounts to meet the needs of the public.
2. Government is continuous and permanent. Services such as health, education, and recreation, which are basic to the well being of people, should not be sporadically provided.
3. Government, because it represents and serves all of the people, is in the best position to develop the basic policies upon which effective recreation services must depend.

Common Misconceptions

Leisure is defined as "freedom or opportunity to do something specific or implied," according to an early Oxford English Dictionary. But this conception of free time has not always been stressed. In the minds of many people recreation often means an opportunity to do nothing. That some idle away their spare time is apparent to any observer, but leisure and idleness are not synonymous. This misconception is already widespread and influences the choice of leisure pursuits so much that possibilities of change sometimes appear impossible to the people, and even unwanted. This attitude towards recreation creates a problem of selecting, on the basis of value judgments, those leisure pursuits which are desirable for individual enjoyment and development. Thus, the problem of preparation of the people for leisure activities has to be taken into consideration. Most people have spare time, but few have learned how to use it wisely. The average person has not been educated to use his free time to the best of his own advantage. Society has not sufficiently planned and organized the leisure resources in order to provide adequate facilities for the masses.

Leadership

There is a lack of professional staff and leaders. This condition constitutes a serious problem. At the present time, there is no single institution yet which can provide the needed professional leadership. To many people a big question exists of why leadership should be needed in leisure activities. This question implies that leadership in play and recreation may be a hindrance rather than a help to the enjoyment of recreation seekers. However, even a cursory examination of the situation reveals that children do not know how to play well without some training and direction, and that adults may idle away or even misuse leisure time, sometimes simply because of lack of knowledge or motivation. A certain amount of direction and control is inevitable. People are influenced in choices and activities by custom and tradition, laws and regulations, suggestion and imitation, social prestige, and informal direction. Thus, the case of leadership is a question not of leadership versus the absence of leadership, but rather of the kind and quality of leadership which will be provided—the key to the success of a recreation program.

Organizing for Recreation: Recommendations

A Department of Recreation

Providing adequate recreational opportunities for Indonesians now and during the next decades is a major challenge which will require investment of money, resources, and work. Leadership, vision, and judgment will be needed to guide this investment into the most efficient channels. The present uncoordinated efforts cannot do the job. There must be a new department at the top governmental level to provide guidance and assistance to the other levels of government and to the private sector.

The duties of the proposed department, nationwide in scope and ranging from the coordination of planning to the administration of financial and technical assistance, could not be adequately carried out within the framework of any present efforts. The most effective location for the new department would be the Directorate General of Sports and Youth, Ministry of Education and Culture. The proposed department of recreation should be vested with the authority to carry out the functions proposed for it, and national recreational planning responsibilities should be transferred to it. The new department should be headed by a director and should have a small, highly qualified planning and administrative staff in Jakarta. Regional offices should be located so as to provide effective assistance to other governmental and regional agencies.

Central Government Policies and Programs

These affect every phase of both community and outdoor recreation. The recreation seeker benefits directly from hundreds of millions of acres of national parks, national forests, and other public land and waters. He benefits from recreation improvements at multi-purpose river basin developments constructed under the auspices of the central government. He benefits also from central government programs for financial and technical assistance, such as watershed protection, fish and wildlife habitat improvements, and forest management.

Public recreation opportunities will be affected substantially by national agricultural programs. Urban renewal, highway and airport construction all will bear upon the amount, kind, and quality of outdoor recreation available to the public.

Programs

Important segments of parks, forests, and watersheds are now in danger of being damaged by the using public. Improper usage and inadequate control constitute a great threat to the future recreational values of these natural resources. Natural forests have tremendous recreation potential, but management practices are ineffective and not sufficient to protect the forest, range, and watershed values. Similarly, management and development of the nation's rivers are inadequate, with the result that recreational possibilities for their use are not only not being exploited, but in some cases are even being destroyed. Therefore, the central government should consider multi-purpose uses for its programs, such as making more effective use of the national park system, developing the outdoor recreation potential of the national forests, and increasing study and efforts to develop the recreation potential of public reservoirs. One of the principal functions of the department of recreation proposed above would be to foster such an approach.

The Key Role of Provincial Governments

In a national effort to improve recreation opportunities, especially outdoor recreation, provincial or regional governments should play a pivot role. They are more advantageously situated than either local units or the central government

to deal with many current recreation problems. Each region has the necessary experience to adapt programs to meet varying conditions and the particular needs of its citizens.

Recreation for Metropolitan Areas

Throughout the country, as the population density has increased, so has concern for outdoor recreation and mass amusement in the big cities. Local government has an important responsibility for providing outdoor, community recreation, and mass amusements. Almost every community has suitable resources: places where nature has not been disturbed, where grass, trees, and bushes grow, and where people can walk, play or picnic. However, many of these features are giving way to housing subdivisions, industrial plants, highways, airports, or shopping centers. It is therefore strongly recommended that parks, playgrounds, sport fields and other facilities for outdoor recreation should be an integral element of local land use and city planning.

Leadership Training

Recognizing the fundamental importance of training programs for professional staff who will take responsibility for preparing and organizing the leisure activities of the people, it is recommended that the central government provide the requisite means for such training programs. International and other resources should be explored for possibilities of support in this connection.

It is further recommended that the Directorate General of Sports and Youth take more definitive steps to accelerate the preparation of leaders in recreation and other professional staff personnel. The most effective location for the preparation of these leaders is at the Colleges of Physical Education and Sports (*Sekolah Tinggi Olahraga*). Their various programs in sports and resource management, their general orientation, and the recreation experiences these institutions supply make this the logical choice.

Research

A systematic and continuing program of research is needed to provide the basis for wise decisions and sound management. Background data are needed to establish information on past and developing trends. Periodic inventories of the nation's recreational resources and surveys of participation in major recreational activities should be made to determine changing conditions and to provide the facts needed for sound planning. The need for current basic statistical information is also fundamental. This constitutes a framework upon which continuing research can build.

APPROACHES TO A MASS PHYSICAL FITNESS PROGRAM IN INDONESIA

HASANAN SAID

Director

*Institute for Physical Fitness and Research
Directorate General of Sports and Youth*

The Physical Fitness Movement

It is well known that people throughout most of the Indonesian archipelago are still far from an understanding that regular physical exercise is essential for optimal functioning and health. Therefore, from this point of view a new way of living must be created, demonstrating the need for physical fitness in everyday life.

The physical fitness approach in our country dates back to March, 1971, when the Directorate General of Sports and Youth of the Ministry of Education and Culture held a symposium with the aim of encouraging the development and expansion of educationally sound programs in the field of physical training and active recreation, especially the development of motivation and good habits early in life.

On the basis of this symposium, the Directorate General of Sports and Youth has designed a program to improve the physical fitness of the individual.

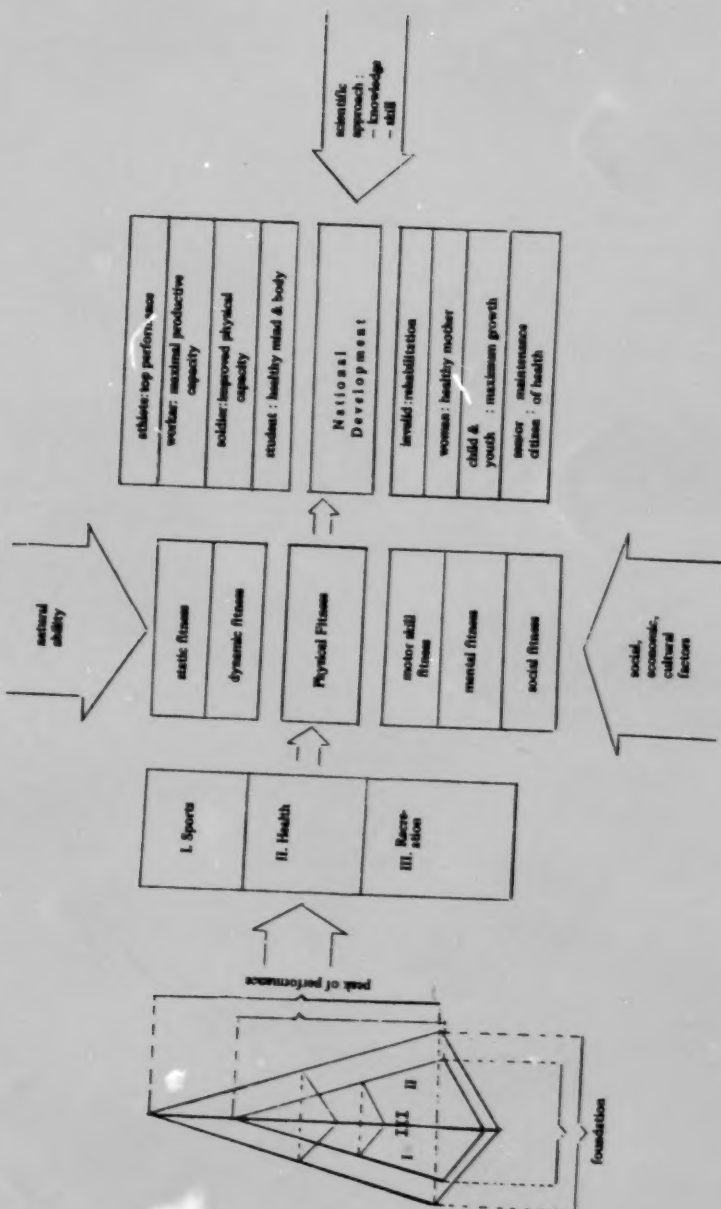
The illustration which follows is a schematic presentation of the many widespread factors which play a prominent role in a person's physical fitness or performance capacity. Strong programs in sports, physical education, health and recreation should be stressed as a foundation in order to achieve top results (see pyramidal figure). It should be kept in mind that so-called physical fitness actually comprises:

- static fitness
- dynamic fitness
- motor skill fitness
- mental fitness
- social fitness.

Furthermore, it is evident that there are other factors which may influence the state of fitness: e.g., natural ability, economic situation, cultural and social patterns of living, the state of nutrition, age and sex, etc.

If optimal health and physical fitness are achieved so that people may carry out their daily work effectively, we will have fulfilled our aim to make everyone in our community physically, mentally and socially fit for the sake of national development.

CORRELATION OF FACTORS
AFFECTING IMPROVEMENT OF
THE DEGREE OF FITNESS



Physical Fitness Week

Physical Fitness Week is being encouraged by the Directorate General of Sports and Youth with the aim of stimulating interest in physical fitness throughout the country. Thus, in April of 1972 the Directorate General authorized the formation of a national committee to conduct an annual Physical Fitness Week, officially designated as August 8-15. This is considered an auspicious time of year, since the celebration of our Independence Day on August 17th attracts wide community interest in many aspects of national life.

The goals and objectives of Physical Fitness Week may be summarized as follows:

- a. To conduct an intensive fitness drive at the national level.
- b. To develop an understanding of the value of health and physical fitness as it relates to optimal growth and development of the body and mind.
- c. To encourage awareness that energetic and productive citizens can make a significant contribution to the quality of our national life.

With these goals and objectives in mind, the Directorate General has developed a set of instructions for practical application. All provinces are free to adapt these instructions, but it is most important that the population as a whole participate in sports activities to a greater extent than usual during Physical Fitness Week. The value of Physical Fitness Week does not lie in improved performance; rather, it serves as a first step towards a new motivation to incorporate sports into community life. We hope that by means of this policy sports, physical education, health and recreation will receive more attention and participation not only in large cities, but in small towns and rural communities as well.

An important result of Physical Fitness Week is that significant statistical data from different provinces can be accumulated (see Table I).

Some conclusions can be drawn from this data concerning:

1. The ability of the community to take part in different kinds of activities, such as:
 - physical fitness test and sports skill test;
 - aerobic test;
 - competitive games;
 - recreational activities;
 - other events such as walking, badminton tournaments, cross country races, etc.
2. Good habits and motivation must be developed among children and youth in general concerning the principles of training and active recreation. More time should be devoted to physical education in the school curriculum.

TABLE I.
PHYSICAL FITNESS WEEK 1972,
THROUGHOUT INDONESIA

PROVINCE	FITNESS TEST			KIND OF TEST & OTHER ACTIVITIES							SPORT SKILLS			TEST		Other activities	Explanatory Notes
	Strength, endurance, and coordination test	Physical Performance Test	ACSPFT	Aerobic Test	Volley Ball	Soccer	Table Tennis	Badminton	Swimming	Gymnastics	Basket Ball	Archery	Field Hockey				
1. Aceh	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	B, C & D	A = Proclamation / walking.
2. North Sumatra	619	—	—	111	31	28	31	30	25	25	25	30	30	30	30	G = 336	B = Sports and games.
3. Riau	2125	—	—	1178	—	—	—	—	—	—	—	—	—	—	—	G = 914	
4. West - Sumatra	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	G = 1754	C. Sports lecture
5. Bengkulu	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	A, B & D	D = Exhibition and Sports demonstration.
6. Jambi	1250	—	—	—	—	—	—	—	—	—	—	—	—	—	—	B, C & D	E = Gymnastic
7. South - Sumatra	1000	1272	—	—	—	—	—	—	—	—	—	—	—	—	—	A, B, C & D	F = youth activities
8. Lampung	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	A, B, C, D, E, F	G = Skill Test.
9. Jakarta Raya	8505	—	—	—	—	—	—	—	—	—	—	—	—	—	—	B, E, F, G = 1203	H = Harvard step test.
10. West - Java	5606	3753	—	60	—	—	—	—	—	—	—	—	—	—	—	A, B, C, D, H = 2127	I = Cross country races
11. Mid - Java	1000	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
12. Jogjakarta	1426	336	—	14420	—	—	—	—	—	—	—	—	—	—	—	—	
13. East - Java	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
14. Bali	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
15. West - New Tenggara	522	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
16. East - New Tenggara	200	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
17. West - Kalimantan	500	—	—	234	103	—	214	—	—	—	—	—	—	—	—	—	
18. Mid - Kalimantan	590	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
19. East - Kalimantan	3326	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
20. South - Kalimantan	101	—	—	365	—	—	—	—	—	—	—	—	—	—	—	—	
21. North - Sulawesi	82	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
22. Mid - Sulawesi	1660	—	—	1662	98	86	17	15	—	—	—	—	—	—	—	—	
23. South - East - Sulawesi	476	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
24. South - Sulawesi	328	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
25. Maluku	548	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	
26. Irian Jaya	30184	5361	—	18030	232	114	262	45	25	25	25	77	264	—	—	—	C = 5272 H = 2127
TOTAL SAMPLES																	

3. Formal organizations such as sport clubs and athletic associations should be widespread throughout the country. Sports activities should also appear to an ever greater extent within other institutions and organizations such as schools, factories, the military, etc. Special attention must also be given to the recreational forms and competitive play of children.

It should be noted that due to the recent formulation of the Physical Fitness Week idea, directives concerning its program are still being developed.

Regarding health and physical conditioning, a system should be developed to provide adequate guidance for sports activities, as well as directions for research. Attention must also be called to new suggestions concerning the promotion of good health practices.

The Physical Fitness Test

At present, we are aware of the need for standardized physical fitness and sport skills tests typical for the Indonesian people, and considerable effort has been made along these lines. With such standardized tests it becomes possible to determine objectively whether physical training programs and instruction in physical education have been effective.

From mid-1970 up to the beginning of 1973, 13,071 samples from nine provinces have been accumulated by the Physical Fitness Research Institute of the Directorate General of Sports and Youth concerning physical fitness tests. For practical reasons we have utilized the physical performance test of the Asian Committee for Standardization of Physical Fitness Tests.

It is quite evident that most fitness tests include evaluation of flexibility, skill, strength, etc., and the following test items of the Asian Physical Performance Test give an overall picture of what is involved:

1. 50 meter sprint
2. standing long jump
3. distance run (male): 1,000 meters
(female): 800 meters
4. grip strength
5. pull-ups/flexed arm hang
6. shuttle run
7. 30-second sit-ups
8. forward flexion of trunk.

In our study, the subject has to perform seven test items only, due to the lack of hand dynamometers to measure grip strength.

This research to date involves 8,322 males and 4,749 females aged 13 to 19 from different secondary schools in Indonesia (see Table II).

TABLE II

RESULTS OF THE ASIAN PHYSICAL PERFORMANCE TEST AS
APPLIED TO SECONDARY SCHOOL STUDENTS IN INDONESIA

No.	Test Item	Sex	School	Mean Score	Standard deviation	Sample size	Explanatory Note
1.	50 meter sprint	Male	Junior High School	8.0.0.	1.0.0.	3,719 Male	a. Sample size : male : 8,322 female : 4,749 b. Age 13 to 19 years c. Standard evaluation is in proceeding. d. The evaluation of the data by age group will be carried out in the year 1973 - 1976.
		Female	Senior High School	7.9.0.	0.8.0.	4,603 Male	
			Junior High School	10.0.0.	1.2.0.	2,443 Female	
			Senior High School	10.0.0.	1.2.0.	2,206 Female	
2.	Standing Long Jump	Male	Junior High School	196 cm	28 cm		
			Senior High School	216 cm	28 cm		
		Female	Junior High School	157 cm	20 cm		
			Senior High School	158 cm	21 cm		
3a.	1,000 meter distance run.	Male	Junior High School	4.25.2	0.48.9		
			Senior High School	4.12.7	0.39.3		
3b.	500 meter distance run.	Female	Junior High School	4.52.2	1.04.4		
			Senior High School	4.35.2	0.58.2		
4a.	Pull Up.	Male	Junior High School	6 x	3 x		
			Senior High School	7 x	3 x		
4b.	Placed Arm Hang.	Female	Junior High School	0.9.4.	0.6.8.		
			Senior High School	0.8.9.	0.6.2.		
5.	4 x 100 meter shuttleman.	Male	Junior High School	0.11.5.	0.1.1.		
			Senior High School	0.11.3.	0.1.1.		
		Female	Junior High School	0.12.4.	0.1.7.		
			Senior High School	0.12.9.	0.1.0.		
6.	30 second Sit Up.	Male	Junior High School	15 x	5 x		
			Senior High School	16 x	6 x		
		Female	Junior High School	8 x	5 x		
			Senior High School	8 x	4 x		
		Male	Junior High School	11.9 cm	8.0 cm		
			Senior High School	13.1 cm	7.9 cm		
7.	Forward Flexion	Female	Junior High School	10.2 cm	7.6 cm		
			Senior High School	12.4 cm	7.1 cm		

It is understood that studies of fitness are useful:

1. In order to obtain information about the performance capacity of the people.
2. In order to develop standardized physical fitness tests, though the test procedure is prominently based on pedagogic and psychological considerations with adaptation to local facilities.
3. As an aid to the physical educator and coach to stimulate the interest of athletes and youth in their training.

We know there are sources of error in this experiment in trying to measure the degree of fitness with the Asian Performance Test Battery. Many factors are involved in performance capacity; we know that the degree of fitness varies not only with age, but also within the same age group. However, the results of the test do give some idea of the physical capacity of our youth. Obviously, the table values are only approximations. From a pedagogic and psychological viewpoint, the widespread use of the Asian Performance Test Battery in physical education can be justified.

The individual tested is usually interested in knowing the results he obtains. Moreover, if a certain degree of fitness is reached by the individual, he receives a certificate to that effect. This is a factor of great importance for stimulating young individuals to regular physical activity, and such activity will in the long run effectively improve their degree of fitness. It is also a matter of course that personal interaction with teachers, friends, etc. plays a significant role in motivational patterns.

SOCIAL AND POLITICAL ASPECTS OF PHYSICAL EDUCATION AND SPORTS IN THE FRAMEWORK OF INDONESIA'S NATIONAL DEVELOPMENT

SIE, SWANPO

*Vice President, Indonesian Coordinating Body
for Physical Education, Health and Recreation
Advisor to the Director General of Sports and Youth
Ministry of Education and Culture*

With the rapid development of technology and the sciences, human life has become increasingly exposed to social, cultural, physical and environmental changes. Successful adaptation of human life to these changes requires a high priority on education; however, the implementation of education to meet human needs in a changing society involves many problems. This applies in particular to the modernization of those societies where strong traditional cultures are still in existence and which are composed of people with strong tribal, clan and family loyalties.

Although every developing country has its own specific difficulties, broad problems generally involve such elements as traditional, cultural and social barriers. Differences of religion, ethnic group, language, customs, and economic and political interests may become obstacles to national integration and, hence, to national development.

Education, although considered a slow process, is recognized as an important agent of social change. It is not the purpose of education to destroy traditional mores, but rather to transform them into broader social group functions which are better adjusted to a new, modern environment. Physical education and sports activities, if carefully planned, can serve the purposes of education in bringing about desired social change and fostering national integration.

This presentation will attempt to explain how physical education and sports have been utilized in the course of Indonesia's development struggles, with special reference to the social and political purposes which they served.

National Aspects

Since the Proclamation of Independence in 1945, physical education and sports in Indonesia have occupied an important place in the community and national life of the people. However, the ebb and flow of physical education and sports activities have been strongly influenced by varying government policies.

During the struggle for independence, physical education and sports programs were aimed primarily at creating a militant youth with a nationalistic spirit to defend Indonesia's Proclamation of Independence. Physical education and sports were considered by the government as capable of supporting the political struggle through disciplined training of the masses. They were further regarded as vehicles through which national unity and national integration might be

strengthened. This theory led to initiation of the National Sportsweek, established by the Indonesian government together with existing sports organizations. This National Sportsweek—the first held in Surakarta in 1947, since held once every two and later once every four years—has always been a big event for the Indonesian people. It offers an opportunity for different social, ethnic, cultural, religious and political groups of the population to meet together for purposes of social, cultural and political cohesion in a common sphere of sports competition.

When the Dutch recognized Indonesia as an independent and sovereign republic in 1949 the university students, at that time viewed as educated Indonesians urgently needed for future leadership positions in the nation, were divided into two main political groups: a group of fanatic nationalists and a group of moderates. Within these two groups there existed widely varying ethnic, religious, cultural, social and political subgroups.

For the purpose of uniting the students, a national University Students Sportsweek was initiated and held in Jogjakarta in 1950. This Student Sportsweek allowed university students to meet together, both formally and informally, to discuss common problems and interests and to communicate. Since then the University Students Sportsweek has been held every two years, offering an opportunity for face-to-face communication as well as social and cultural integration.

During the government of the late President Soekarno, when power politics were a key interest, physical education and sports were regarded as highly valuable tools for underlining both domestic and international government policies. This period was characterized by an extremely large government budget for physical education and sports, including establishment of a Ministry of Sports and construction of the modern Asian Games Sport Complex in Jakarta.

The first Five Year Development Plan (1969-1973) of the government of President Soeharto has concentrated on economic, industrial and agricultural development of the country. Physical education and sports have been considered to be of little value in economic development, and hence in national development. This policy resulted in dissolution of the Ministry of Sports and a drastic reduction in the government budget allotted to physical education and sports, including lowest priority in consideration for technical assistance and aid from abroad. Noteworthy exceptions to this general policy have been the National Sportsweek and the University Students Sportsweek, which still receive support from the government. Inasmuch as physical education and sports have occupied an important place in community and national life in Indonesia and have won enthusiastic popular support from all sectors of the society, it is difficult for the government to discontinue these traditional sports events.

Recently there have been indications of a growing interest among Indonesian leaders concerning the possible significance of physical education and sports within a national development context. This has been characterized in part by the establishment of the Indonesian Coordinating Body for Physical Education, Health and Recreation, which is supported by both governmental and non-

governmental nation-wide institutions and organizations. A further indication of interest has been the government support for this Sixteenth International Congress of the ICHPER, including the participation of the Vice President and prominent ministers of the Republic of Indonesia in the Congress. It is expected that the government budget for physical education and sports programs will be increased in the next Five Year Development Plan (1974-1978), which would further confirm a growing trend in this direction.

International Aspects

In 1947 when most Asian nations were struggling for independence, Indonesia was one of the countries which supported the idea of holding sports competitions among the Asian nations, proposed at the Conference on Asian Relations held in New Delhi that year. The proposal was accepted by the Conference, with the aim of strengthening national independence movements against colonial rulers in Asia at that time. As a result, the First Asian Games were realized in New Delhi in 1951. The Fourth Asian Games were held in Jakarta in 1962, and entailed political issues when the Indonesian government refused to grant visas to the teams from Israel and Taiwan. This decision indicated very clearly that the late President Soekarno intended to use sports as a political tool in the forging of international policies.

Following this political interference during the Fourth Asian Games, and for purposes of strengthening his political strategies at the international level, the late President Soekarno initiated the Games of the New Emerging Forces (GANEFO) in Jakarta in 1963. It was declared that the GANEFO proposed to strengthen all nations of the world which considered themselves anti-imperialists. Indonesia also planned to initiate a Conference of the New Emerging Forces, membership to consist mostly of nations which participated in the GANEFO: i.e., the major Asian and African countries and a few European countries. This Conference was to propose establishment of a world federation of the nations which considered themselves anti-imperialists, with the aim of creating a "Third World" force to balance the world super powers which dominated the United Nations organization.

Due to the political developments in Asia and Africa, especially the strategic change in national development policies of the government of President Soeharto, the Conference of the New Emerging Forces and the proposed World Federation of the New Emerging Forces were never realized, and the Games of the New Emerging Forces were discontinued.

Concluding Remarks

It is not intended here to pass judgment on the ways in which physical education and sports have been used to further social and political ends in Indonesia. The fact remains that, historically, physical education and sports have played a prominent role in the development of the Indonesian nation. The implication is that physical education and sports could make a substantial

contribution to future developmental goals, provided use is made of their potential applications to such areas as social integration, community development, education, etc.

The fact that physical education and sports activities have elicited keen interest and support from all sectors of the Indonesian population—cutting across economic, ethnic, social, and other barriers—suggests they may have widespread practical uses at the “grass roots” level for both short and long range developmental programs. Furthermore, they could prove highly supportive of other long range development programs in such areas as economics, health, education, manpower development, etc.

Finally, it could be a fatal mistake to concentrate national development on the macroscopic level only—in terms of gross national product, average income, literacy statistics, birth rates, etc. Indispensable as such considerations are, failure to reckon with the microscopic aspects—in terms of the quality and nature of daily life for the masses of individual people at the bottom of the economic heap—could result in a dangerous undermining of the very foundation upon which all development programs rest—the people themselves.

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OUTDOOR EDUCATION AND OUTDOOR RECREATION IN JAPAN

SHINSHIRO EBASHI

*Professor
School of Education
University of Tokyo*

Outdoor education and outdoor recreation are rather newly growing fields in Japan. Outdoor education is not a subject matter, but a method of education; that is, it utilizes the natural environment for educational purposes. The objectives of outdoor education are as follows :

1. Understanding and appreciation of nature;
2. Conservation of the natural environment as our heritage;
3. Acquiring outing activities skills; and,
4. Fostering a democratic way of living through organized group living in the natural environment.

Outdoor Education

Outdoor education was developed after the Sports Promotion Law was promulgated in 1963. The Ministry of Education began subsidies for the establishment of outdoor education centers in 1968, as shown in Table I.

TABLE I.
SUBSIDIES FOR OUTDOOR EDUCATION CENTERS

Year	Amount (in thousand yen)	Number of Centers
1968	20,000	1
1969	78,050	4
1970	60,000	3
1971	60,000	3
1972	60,000	3

Though the subsidies are not large, they stimulate the establishment of such centers throughout Japan.

The following are outdoor education centers in Japan (projection of color slides):

1. Osaka Prefectural Outing Activities Center for Youth;
2. Nara Prefectural Outing Activities Center;
3. Nagasaki Prefectural Outing Activities Center;
4. Shiga Prefectural Outing Activities Center;
5. Kanagawa Prefectural Outdoor Education Center.

Most of these centers have a central administration building which has office rooms, dining room, meeting rooms, boarding rooms, etc. and cabins or lodges, camping sites, gymnasium, swimming pool, sports field, etc. Every center is trying for utilization throughout the year. An example is given of the number of users in Kanagawa Prefectural Outdoor Education Center, as shown in Table II.

TABLE II.
NUMBER OF USERS IN KANAGAWA PREFECTURAL OUTDOOR EDUCATION CENTER
(JULY 1972 - MARCH 1973)

		JULY	AUG.	SEPT.	OCT.	NOV.	DEC.	JAN.	FEB.	MAR.	TOTAL
Students	Senior High	527	794	936	1300	199	252			89	4,097
	Junior High	2138	3791	513	354	259		49		139	7,243
	Others			166	9		26				201
	TOTAL	2665	4585	1615	1663	458	278	49		228	11,541
Others	Youth Org.		463	160	12	22	97		305		1,059
	Sponsored Act.				32	41		47		65	185
	Others	318		139	993	222		119		252	2,043
	TOTAL	318	463	299	1037	285	97	166	305	317	3,287
	GRAND TOTAL	2983	5048	1914	2700	743	375	215	305	545	14,828

Outdoor Recreation

Because of fast industrialization, urbanization, improvement of the transportation system and increases in leisure time, outdoor recreation is a growing field in Japan. Various government agencies are trying to provide recreation areas and facilities for this great need. Related government agencies for outdoor recreation are shown in Table III.

Theoretically, outdoor recreation areas and facilities should be provided systematically in relation to available leisure time and the distance from one's life zone, as shown in Table IV. However, because of lack of inter-departmental communication, areas and facilities are not developed and organized enough to meet great demands.

The following outdoor recreation areas are examples (projection of color slides):

1. Aichi Prefectural Sports Park for Youth;
2. Yamanashi Prefectural Park, "Kingdom of Children";

TABLE III
RELATED GOVERNMENT AGENCIES FOR
OUTDOOR RECREATION

	Environmental Agencies	Ministry of Education	Ministry of Construction	Ministry of Transportation	Ministry of Agriculture	Prime Minister's Administration Agency
Before 1945	National Park				National Forest	
	Quasi-National Park	Youth Hostel				
1945-1959	Prefectural Nature Park	National Youth Center	Park Children's Park Neighborhood Park Sports Park	National Youth Hostel		
1960	National Holiday Village				National Ski Area National Camp Site	
1970	National Tokaido-Trail National Sea Park	Nature Home For Boys	Utilizing River Bed for sports	National Camp Site for Youth Travelers	National Recreation Forest	Permanent Orienteering Course

TABLE IV.
OUTDOOR RECREATION AREA SYSTEM

PLACE TIME	DAILY LIFE AREA	MIDDLE DISTANCE AREA	LONG DISTANCE AREA
WEEK-DAY	Playground Neighborhood Park Botanical Garden Zoo Community Park Hiking Course City Park Sports Park Cycling Road		
WEEK-END		Permanent Course for Orienteering Prefectural Forest Youth Hostel Prefectural Outdoor Education Center Nature House for Boys Prefectural Youth Center Prefectural Nature Park	
VACATION			National Youth Hostel National Youth Center National Holiday Village National Tokaido Trail National Ski Area National Forest Quasi National Park National Park National Sea Park

3. Saitama Prefectural "Ageo Aquatic Park" (swimming complex which has two 100 x 50 m. swimming pools, waving pool, water slider, children's pool, 300 m. streaming pool and 25 m. indoor swimming pool).

The numbers of users of Aichi Prefectural Sports Park for Youth are shown in Tables V-A and V-B. Roughly speaking, about sixty percent of the total number of users come here on weekends, and there are relatively fewer users from December to February. From the viewpoint of efficient use of facilities, it is very important to find ways to increase users during weekdays and the three months mentioned above. However, it may be noted that there was a great increase of users from 1971 to 1972.

The numbers of users of Ageo Aquatic Park are shown in Table VI. Number of users per day averages 9,318 for the outdoor swimming pool, 120 for the indoor swimming pool and 1,245 for the outdoor ice skating rinks. Swimming during summer is the most popular sport; ice skating is less popular since it requires special equipment and basic skill.

TABLE V-A.

NUMBERS OF USERS OF AICHI PREFECTURAL SPORTS PARK FOR YOUTH (1971)

	Total	Saturday	%	Sunday	%
April	158,660	12,841	8.1	96,354	48.1
May	305,329	25,428	8.3	149,215	48.9
June	86,487	6,665	7.7	31,939	36.9
July	55,209	9,916	18.0	22,522	40.8
August	75,499	9,222	12.2	32,232	42.7
September	131,534	10,750	8.2	37,660	28.6
October	267,885	15,176	5.7	166,300	62.1
November	255,685	12,628	4.9	113,654	43.5
December	51,300	6,667	13.0	30,703	59.9
January	99,298	9,323	9.4	51,384	51.7
February	54,432	7,770	14.3	22,664	41.6
March	173,392	13,970	8.1	86,712	50.0
TOTAL	1,713,710	140,356	8.2	841,339	49.1

TABLE V-B.

NUMBERS OF USERS OF AICHI PREFECTURAL SPORTS PARK FOR YOUTH (1972)

	Total	Saturday	%	Sunday	%
April	291,546	52,131	17.8	189,886	65.1
May	284,909	22,355	7.8	123,784	43.5
June	139,595	14,175	10.2	81,467	58.4
July	192,388	23,791	12.9	119,060	61.9
August	302,080	38,009	12.6	121,897	40.4
September	202,986	34,732	17.1	122,144	60.2
October	281,927	22,098	7.8	133,319	47.3
November	236,696	18,408	7.8	107,505	45.4
December	64,456	5,902	9.2	38,692	60.0
January	115,343	9,975	8.6	66,348	57.5
February	106,067	12,174	11.5	58,363	55.0
March	194,785	16,667	8.6	101,833	52.3
TOTAL	2,412,778	270,417	11.2	1,264,300	52.4

TABLE VI.
NUMBERS OF USERS OF AGEO AQUATIC PARK,
SAITAMA PREFECTURE, 1972

	Indoor Swimming Pool			Outdoor Swimming Pool			Ice Skating Rink		
	Adult	Children	Total	Adult	Children	Total	Adult	Children	Total
April	1,414	1,923	3,337						
May	1,724	2,291	4,015						
June	1,931	4,019	5,949	188	284	471			
July	closed	closed	closed	91,811	108,272	200,083			
Aug.	closed	closed	closed	243,348	229,181	472,529			
Sept.	1,194	1,722	2,916	6,850	9,656	16,506			
Oct.	1,139	1,162	2,301						
Nov.	1,109	1,093	2,202						
Dec.	603	789	1,392				5,295	6,949	12,244
Jan.	1,803	1,966	3,769				10,279	13,752	24,031
Feb.	999	1,183	2,182				23,868	29,466	53,334
March	1,026	1,564	2,590				4,752	8,024	12,776
TOTAL	12,941	17,711	30,653	342,197	347,392	689,589	57,971	72,585	130,556
Ave./Day	51	69	120	4,624	4,694	9,318	552	691	1,243

THE ELEMENTARY SCHOOL PHYSICAL EDUCATION PROGRAMME IN SINGAPORE

A. BAKAR AHMAD

*Assistant Specialist
Inspector of Physical Education
Ministry of Education*

My talk brings to you no more than a Singapore outlook on physical education in the elementary schools.

First let me briefly outline the policy and system of education in Singapore.

Education in Singapore seeks to develop to the fullest extent the potentialities of the individual as well as to ensure the collective welfare of the society. In particular it aims to instil a love of freedom, truth and justice, respect for fundamental human rights, acceptance of the democratic way of life and appreciation of racial and religious tolerance. It seeks to inculcate habits and attitudes leading to the development of adaptability, creativity, social responsibility and loyalty to the Republic. It endeavours to provide the knowledge and skills necessary for the economic development of the country.

The government provides education in four official languages—Malay, Chinese, Tamil and English—to all regardless of race, language, religion, sex or socio-economic background. Parents are free to choose the language to be used as the medium of instruction for their children's education.

The government aims to provide at least ten years of education to every child from the age of six. Primary education is free for children of Singapore citizens between the ages of six and fourteen.

Bi-lingualism is emphasized and integration of schools pursued as part of the government's efforts to build a cohesive multi-racial society. Every student is required to study a second official language and greater use is being made of the second language for the teaching of certain subjects. Every new government school is integrated to enable students and teachers of two or more language streams to work in one building under one administration and to participate jointly in extra-curricular activities.

Curricula at the primary level have been designed to provide a balanced education. Health education has also been included in the curriculum as a new component in the integrated school health programmes. Wider participation in extra-curricular activities is encouraged to provide all around development.

The main objective now is to improve the quality of education at all levels.

Physical education is one of the most rapidly developing curricular areas in the elementary school programme. The need for providing learning experiences in physical education to children has become universally recognized and significant changes are taking place in the content and teaching strategies of this field of study. A revision of the Physical Education Syllabus in Elementary Schools in Singapore which began in 1970 is expected to be completed by this year. The new

curriculum, covering the first six years of formal education, is being implemented in stages and will be fully adopted by 1975. The main purpose of the revision is to engage the child more actively in the process of learning, taking into account his particular interests and development characteristics.

The aims of the new Physical Education Syllabus for Elementary Schools in Singapore are :

- To develop basic movement fundamentals;
- To develop hand-eye coordination;
- To cater to the desire for constant physical activity and to encourage the growth process of the child;
- To satisfy the imagination, curiosity, dramatic and creative interests of the child through movement and basic skill situations;
- To assist in the development of basic manipulative skills through experimental and guided use of different types of small and large apparatus.

In Elementary I & II, one and one-half hours of physical education are done per week, while in Elementary III, IV, V & VI, one and one-fifth hours per week are utilized.

The government has decided to gradually increase the use of the second language as the medium of instruction in physical education; e.g., in English medium schools, physical education is taught in either Malay, Chinese or Tamil, and *vice versa*.

The Extra Curricular Activities Centre of the Ministry of Education is the focal centre for physical education, music, and uniformed youth organizations. Extra-curricular activities through physical education, music, uniformed youth organizations and societies are promoted in our schools to provide an all around education. These activities aim at providing a sense of competition, togetherness, loyalty and ruggedness as well as imparting useful skills. They also play an important part in the integration of the different language streams of education.

Students are encouraged to participate actively in extra-curricular activities. A full programme of sports (track and field), swimming and games is planned by the two sports councils, namely the Secondary Schools' Sports Council and the Primary Schools' Sports Council, the latter being responsible for the running of the Elementary School Games Activities. These activities are organized on an inter-school and inter-district basis involving 413 elementary schools all over the island. In addition, schools have their own sports and games programmes.

Physical education activities in elementary schools include gymnastics, track and field, swimming and games such as *sepak takraw*, soccer, softball, badminton, hockey, mini-basketball, table tennis and volleyball.

As one phase of evaluating the physical education programme, fitness testing was first introduced in May, 1967. This scheme coincidentally answered the call to build a rugged Singapore. The Ministry of Education has adopted a test

battery of five items, viz, standing broad jump, shuttle run, burpees, pull-ups (flexed arm hang for girls), and sit-ups to measure the various components of fitness. Norms were established for each of the test items, based on samplings of performances of boys and girls in Singapore.

Continual testing of physical fitness in schools indicates the Ministry of Education's interest in establishing a scientific method of measuring the physical fitness of boys and girls. Such a project also helps teachers to identify physically underdeveloped pupils and it certainly can be useful for planning improved physical education programmes. The physical fitness tests show that there has been an all around improvement, though not striking. Much still has to be done to raise the level of physical performance of Singapore boys and girls to yet higher levels. Teachers must realize that the Physical Fitness Test is only a test and not a means of attaining physical fitness. Physical education programmes must be adapted to suit individual needs. Presently the high cost of living may in a way prevent the average pupil from getting good nutrition, which coupled with good health standards, undoubtedly affects the fitness results.

THE NEW ORGANIZATION OF SCHOOL PHYSICAL EDUCATION IN SWITZERLAND

FRITZ PIETH

*Director
Institute of Physical Education
University of Basle*

Today, on August 1, Switzerland is celebrating the day in memory of its foundation 700 years ago. On this occasion it is a pleasure for me to report on a positive development of sports for youth in my country.

In past centuries Switzerland has brought youth important contributions to the development of the educational system. Names like Pestalozzi and Rousseau are known throughout the world. The federal system with its twenty-five very autonomous *Kantone* has allowed the carrying out of different educational experiments, especially in the last century. In earlier times most initiative came from the private sector.

In our times, the educational system can no longer exist without state help. This in turn has had its result, in that the state has made especially great endeavors to promote modern physical education.

Naturally, the importance of physical education was seen already in 1874. Physical education was already supported at that time, but only for male youth. The reason for this was that physical education was used primarily as a means of preparing soldiers.

Since the realization of these programs was very difficult in the *Kantone*, the federal government had to take stronger steps in 1907. School physical education became compulsory for boys. At the same time a voluntary organization was founded to prepare young people better for military service (pre-instruction). In this way physical education for boys was introduced in Swiss schools. Only step by step did the more advanced *Kantone* also introduce physical education for girls. However, until 1970 physical education remained compulsory only for boys. Supervision was always carried out by the military department.

Since then, conditions have changed drastically. In a time when the way of life was becoming so dangerous for everybody, the military aspect of physical education lost its importance. The Swiss people became highly conscious of this and began to recognize the many other possibilities lying in sport. Sport, for example, could counteract the general lack of movement and help in the prevention of hypokinetic diseases of the circulatory system, nerves, posture, etc. Sport was recognized as an appropriate way for young people to develop their personalities as well as such qualities as joy in life, performance ability and partnership. Finally, sport helped young people to use recreation facilities in a satisfactory way.

In 1970, in a people's ballot, the federal government was urged to permanently

offer a variety of possibilities for sports activities to young people and adults. No country in Europe—with the exception of the Democratic Republic of Germany—has such a paragraph in its constitutional law. Switzerland may well serve as an example for the enactment of future laws in this area.

There are four ways in which the importance of sports should be realized in the framework of the Swiss educational system.

1. Required School Physical Education

In all schools and at all levels, three hours of physical education are required per week. This is also true for the girls, who are accorded the same rights as the boys. The physical education instruction should be given by experts with academic training. One of the biggest problems is that physical education also is becoming required for the trade schools.

2. Voluntary Sport in Schools

Besides the required school physical education, there is a voluntary sport program in the schools. This means offering all possible sport disciplines on a specialized level. The pupil can choose the sport he wishes. The leadership stays with the school, so that the educational influence is retained. This voluntary sport in schools is possible since the federal government gives financial aid for personnel and organization.

3. "Jugend + Sport"

Finally, the male and female youth between 14 and 20 years of age are encouraged to engage in sport through the action organization *Jugend + Sport* (Youth and Sport), under the guidance of the Gymnastic and Sport School in Magglingen (Suisse). All of this is voluntary. Through the offering of thirty-six sport disciplines, and by means of thorough leadership training, everybody is encouraged to engage in sport, including foreigners who are living in the country.

The government of Switzerland trains the leaders at Magglingen and pays their salaries. There is also money given to organize the program. A large amount of equipment, ranging from soccer balls to cross country skis, is available without charge. Young people engaging in sport pay half price in trains and busses and are insured against accidents, sickness, and liability, as well as receiving a free medical examination.

4. Additional Projects

In order to reach its goals, the government has to do more. It helps to finance sport facilities, of which the Gymnastic and Sport School in Magglingen (Suisse) is one example. With the help of the research institute at Magglingen, the field of school physical education and its tasks should be scientifically examined. Finally, the federal government is obliged to look for in-service training of physical education teachers.

In all of this, an important service for the youth of Switzerland is being realized. The state has to provide a great deal of financing. The Swiss people hope that this new way will bring health and happiness to future generations.

THE ROLE OF HEALTH, PHYSICAL EDUCATION AND RECREATION IN RURAL DEVELOPMENT IN THAILAND

PUNYA SOMBOONSILP

*Vice Rector
College of Physical Education
Bangkok*

Thailand is a relatively small country in South East Asia. Its thirty-eight million people live in an area of approximately 200,000 square miles. More than eighty percent of the population live in the rural area and they are mostly farmers. Their living conditions are wanting and sanitary standards are poor. A marked difference may be observed in the urban area, especially in the metropolitan Bangkok-Thonburi.

The country has embarked upon an industrialization program for about two decades. Great strides have been made in this direction with a few hundred more industries springing up. A network of modern paved roads is being built throughout the country. Remote villages are henceforth made more accessible. A great deal of electrical power is being made available to meet the upsurge in demand. Many large irrigation dams have also been constructed, thus water, which is vitally needed for agriculture, is made more available.

Despite a great deal of development in many areas—including education and medicine—which is helping Thailand advance towards the realization of its national development goals, living conditions in the rural areas are not sufficiently improved.

Much impact is made upon the Thai people's thought by the works, zeal and ideals set forth by the Peace Corps Volunteer movement which was initiated under the late President John F. Kennedy of the U.S.A. The fire of idealism is kindled among the Thai youths, particularly college students. From the peace corps volunteers' work they realize an opportunity for themselves to help work for national development. They seek out projects to help develop rural villages in particular. During the summer the college boys and girls organize themselves into large groups; raise their own funds mostly from benefactors' contributions; procure the necessary tools, equipment, materials, and technical skills; then set forth for pre-selected remote villages to start work camps in order to help construct schools, dig wells, build public sanitary toilets, provide medical care, give school instruction, etc. to the villagers.

During their camping period which may last several weeks, recreation plays a big role through both organization skills and recreational activities, which help not only in building up and maintaining high morale among the campers but also in establishing good relations with the people in the village.

Health education also plays an important role in the rural development activities. It helps the villagers to accept the new facilities, new practices, and new ways of life suddenly thrust upon them. The final success of the project

may very well rest upon whether the people are willing to accept the innovations and truly incorporate them into their traditional ways of life.

A case study involving the College of Physical Education project may be used as an illustration. In a recreation course, Camping Management, which is required of all physical education majors, the instructors and students made a survey of the needs of a remote village in Karnchanaburi. It was discovered that the village perennially lacked water, not only for bathing but also for drinking. It was decided that a well was urgently needed, as the dry summer was approaching rapidly. Tools and equipment were purchased, including cement casings, chlorine powder, and a manual water pump. Help and advice were sought from the Sanitation Division of the Department of Public Health.

When the students set out for the village for their camping experience, the water in the pond—the only water source in the area—was already only ankle deep. The water was green and murky. A few buffaloes were splashing in the middle of the pond seeking relief from the heat. The children had not had a bath for almost a month.

As soon as the tents were set up, the village headman and some elderly local people were asked to help in the selection of a suitable site to start digging a well. When it was finally determined, earth digging with hand tools was immediately begun by the students at about 4:00 p.m. The villagers joined in later in the evening. By about 10:00 p.m., when weariness was manifest among the thirty-strong labor force and some were starting to despair, the underground water table was reached at a depth of about two meters. The water gushed up strongly and efforts to dig deeper had to be abandoned.

Everyone present was overjoyed and a big celebration was called. News of the water discovery spread like wild fire. Rows of people with buckets in their hands poured out from the houses.

In the midst of the joy and excitement, however, a heated argument erupted. For as the cement casings were laid in place and properly cemented, the villagers wanted to draw water for their long needed use immediately. An hour passed before they were convinced that the water had to be treated with chlorine first and they would have to wait a little while longer.

Another argument ensued later when the students started to put the lid on the well and install the manual water pump. The villagers wanted no part of the hand pump; they wanted to use a bucket and rope as a means to draw water from the well, the only method they knew. A midnight lesson in health education was in order. Two hours passed before the final point was reluctantly and skeptically won. Alas! It was already 1:00 a.m., and time for every weary body to take his much deserved rest.

It is evident from this experience that any successful rural development program which is a part of the national development program calls for the right kind of leadership. Much too often the villagers sit on top of their own resources, unable to use them for their own benefit. Leadership and organization skills are called for. Success is taken too much for granted when one merely hands out

something which is needed to the villagers. An effort must be made to make them feel that they take an active part in the planning and work of the project from the very beginning to the end. They must be made to feel that they own it by hard working together. Health education is often vitally needed in the rural health development projects. Without it one can never be sure that the villagers will continue to practice what has been preached to them or whether they will revert to their former ways of doing things. Finally, a health education follow-up is necessary to ensure a long lasting result. In this way, the national development program can be successful.

A NATIONAL PROGRAM FOR THE PROMOTION OF PHYSICAL EDUCATION IN THE SCHOOLS

CARL A. TROESTER, Jr.

*Secretary General, ICHPER
Executive Secretary, AAHPER*

All countries need to continuously interpret the values of their program of physical education. Indeed, we have come to believe that the ability to interpret physical education is a necessary element of effective professional performance. While we recognize that actions speak louder than words, we also recognize the words help make our action more significant.

At the same time, we recognize that reaching the public is never easy. It is especially difficult today in all countries because of the increasing competition for communications time and space. Planning, as in all other national efforts, is essential to the success of a full scale promotional program for physical education.

I would like to share an example of a promotional program in my country and to tell you some of the planning that went into it and some of the results of our efforts.

General Background

On admission that strong measures were needed to promote physical education, it was decided that our limited Association funds could best be used for an intensive one-year project. After that AAHPER would continue the program with regular staff and greatly accelerated state and local implementation.

The Physical Education Public Information (PEPI) project was initiated in September 1971 and a steering committee was constituted. Because practically no funds were available for the kind of national program envisioned, and because we thought it imperative that effects of the program be felt immediately in local communities, the project was built around a corps of 700 member volunteers (called PEPI coordinators) located primarily in the largest television viewing areas (ADI markets) and in all states.

Available funding was used for a national project director, Dr. Fay R. Biles of Kent State University, who worked with coordinators and served as national spokeswoman for the project.

PEPI coordinators were identified and through regional conferences conducted by the director were trained in public relations techniques—how to identify and approach newspaper and magazine editors and radio and television personnel for publicity coverage; how to get public service time.

In addition, the director attended state and district AAHPER conventions to assist with workshops and the initiation of PEPI activities. In conjunction with these trips she appeared on scores of local television and radio talk programs arranged by coordinators and later several times on national television.

Major addresses were given on the new concepts in physical education at national conventions of school administrators, the National Congress of Parents and Teachers, to the public relations directors of the major league baseball clubs, and others.

The President's Council on Physical Fitness and Sports cooperated with the project and provided materials—a public service ad for newspapers and magazines, a television spot promoting physical education, copies of which were sent to coordinators for delivery to local media.

Goals

Our main goal was to increase public understanding of the contributions of physical education and physical activity to children and youth. We wanted by every possible means to inform school officials, teachers, parents, and the general public about what is known as the "new" physical education. This means *at the elementary level*, less emphasis on team sports and more on "movement education" to help every child master basic skills in coordination and physical activities. *At the secondary level*, encouraging youngsters to develop skills in recreation (as distinguished from purely competitive) sports which can be pursued throughout their lives.

We defined *physical education* precisely as instruction in movement—teaching an individual to master goals which lead to using his or her body efficiently, aesthetically, and skillfully—as in the performance of particular sports skills.

We defined a *comprehensive physical education program* as including (1) provision for instruction of all children, including those with handicapping conditions, from the time of entry into school, and also (2) provision for voluntary performance and practice through intramurals, interscholastics, play days, contests, meets, dance demonstrations, etc.

And we pointed out that physical education is almost unique among other school courses for provision of a "laboratory of learning" which involves players and performers and often students with other special interests such as band members, photographers, reporters, timers and gatekeepers, art students, etc.

Our secondary goals were stated:

- (1) To help members become better interpreters of their own profession.
- (2) To identify and collaborate with friends and potential friends of the profession on common goals.
- (3) To improve communication within the network of national, state, district and local organizations of HPER with regard to public relations of the profession.
- (4) To plan within the network to avoid duplication of effort, to increase awareness of quality programs of physical education and to use and expand creative endeavors of individual members of the profession.

Volunteers

While Dr. Biles, director of the project, took the story to the general public, getting promotional materials to local media became the responsibility of the volunteer physical educators. These volunteers, called PEPI (public information) Coordinators, were recruited from among AAHPER members by personal and telephone contact, stories in the *AAHPER Journal of Health Physical Education Recreation* and in the *AAHPER Update*.

It is the responsibility of State PC's to coordinate and organize activity in each state. Local coordinators delivered public service television spots to stations, delivered feature articles to local newspapers and arranged radio and television talk shows focusing on the values of physical education. At five regional workshops held in the first year, the PC's were taught how to identify and enlist the aid of publicity outlets and how to conduct other activities in support of physical education.

At the end of the first year, a group of about a dozen outstanding spokesmen for physical education were named. These PEPI Action Consultants are available to help with local, state and regional public relations workshops and other PEPI activities.

Materials

Brochure. A blue and white folder, printed on one side, explained the importance of informing "parents and everyone involved in the educational system" how physical education helps contribute to "health, academic achievement, development of a positive self-concept, and social skills." It further described the role to be played by the volunteers and solicited their ideas and involvement.

PEPI Notebook. Developed for the first year's five national workshops, the notebook became the "bible" for local and state PC's. It contained information on topics suggested for use on local radio and TV talk shows, ideas for news features, tips on arranging interviews, answers to "Questions Most Commonly Asked by Parents and the Public," and a bibliography of articles and publications about public relations and physical education.

PEPI-GRAM. A newsletter, the PEPI-GRAM, is sent regularly to state and local PC's to keep interest high and to provide information on what others are accomplishing. Materials to be "delivered" are included with each PEPI-GRAM. These include special feature articles, copy for radio spots, television spots, public service ads to be placed with local and state periodicals, and similar materials.

"Speak-Out". A sixteen-page public relations guide for health and physical educators, recreation leaders, and other AAHPER members, appeared in an issue of the *Journal of Health Physical Education Recreation*. This lays out what we have to say, defines audiences we should speak to, and contains samples of publicity, action ideas, and a checklist of ways to win community support.

It makes the point that part of being a professional in HPER (or in any other profession) means accepting the responsibility for creating a clear understanding of what it is you do and why. It points out that each member of the profession has responsibility for individual public relations.

'All the Self There Is'. The first PEPI film, "All the Self There Is," was released in Summer 1973. (Internationally premiered at 1973 ICHPER Congress.) It stresses the value of physical activity and sport in the development of self concepts, and shows all ages from small children on to adults in various activities. We think of the film as a visual answer to "What Is the New Physical Education?"

Parent Leaflet. A brochure explaining the new physical education has been distributed through the PEPI network of members into all areas of our country. Funding was provided by a business firm and some school systems have received permission to reprint at their own expense.

Results

We believe that perhaps the greatest success of the project up to now is the development of leadership among members. Many have come to realize how much they can do in the way of media contact. We speak of PEPI as a *national program, implemented locally* and our members have been proud to be identified with such a national program.

Physical educators have come to more realistic expectations about what media coverage can accomplish. They realize that with limited time and money there are also limits to results. However, the people who have been involved are enthusiastic and have great zest for what the future can bring. The uninvolved, as might be expected, tend to deprecate because they have not taken time to analyze strides that have been made.

One of the most gratifying outcomes has been the cooperation received from other organizations, business firms, and governmental agencies. The President's Council on Physical Fitness and Sports has assisted a great deal. One of our most supportive suppliers of sports uniforms funded our first PEPI film. Another nationally known firm underwrote the parent leaflet on the new physical education and provided funds for a series of public service ads that we are distributing this year through our PEPI network of volunteers. The National Foundation for Health, Physical Education, and Recreation has contributed to the AAHPER-PEPI program.

We believe that in two years we have been successful in many communities in bringing support and attention to the need for improving programs. Members are taking greater pride in their excellent physical education programs. Several state governors have signed proclamations setting aside time for a physical education day, week or month. One state is calling theirs Health, Physical Education, and Recreation Week (Nebraska 1973).

The project has resulted in more favorable publicity on physical education than AAHPER has achieved in all past years combined. We give great credit for

this to the enthusiasm of our members and to the power of person-to-person contact that PEPI volunteers have made and to their ability to obtain continued media coverage for our areas of education.

The following references illustrate helpful resources to assist in furthering the PEPI effort.

THE NEW PHYSICAL EDUCATION

Journal of Health - Physical Education - Recreation (JHOPER)

September 1971, p.24,^u"The New Physical Education," eleven articles :

- . Independent Study Option
- . Student Choice of Independent Study Units
- . Self-Directed Learning
- . Goal-Centered Individualized Learning
- . An Elective Curriculum
- . The Quinquennium Extended School Year Plan
- . Student-Designed Elective Course
- . Contingency Contracting
- . Individualized Approach to Learning
- . Performance Objectives
- . Revitalizing a County-Wide Program

October 1972, p. 16, "It's What's Happening," reports of new courses and new approaches to physical education in our colleges and universities — eight articles :

- . Occupational Programs Are the Future
- . An Experience in Contracting Physiology
- . To Appreciate Mountain Environment
- . AYH Goes to College
- . Music, Art, Theater, and Physical Education
- . Coeducational Mountaineering
- . A More Useful Approach to Physical Education
- . Organizing Large Ski Classes
- . About the Authors

February 1973, p.28, "Innovative Ideas in College Physical Education," seven examples of adaptation and new developments are described:

- . Graceland College
- . Manchester College

- . Plymouth State College
- . U.S. Coast Guard Academy
- . Colorado State College
- . North Carolina State University
- . Brookdale Community College

March 1973, p.20, "Adventure in Key Concepts : The Ohio Guide Girls Secondary Physical Education"; p.25, "Physical Education and the Middle School Student."

May 1973, p.21, "The Whole Thing," report of the First National Conference on Secondary School Physical Education.

September 1973, p.23, Special Feature – "The NOW Physical Education."

Update (AAHPER), May 1973, p.4, "Accent on Early Childhood."

Instructor, January 1973, "Physical Education '73." (See AAHPER) publications catalog, p.4.

ANNUAL REPORTS ON PEPI PROGRAM

Journal of Health • Physical Education • Recreation (JHOPER)

June 1972, p.10, "PEPI'S First Year."

June 1973, p.10, "PEPI-GRAM # 9."

PUBLIC RELATIONS

Journal of Health Physical Education Recreation (JHOPER)

September 1971, p.53, "The Physical Education Public Information Project."

October 1972, p.41, "Speak Out : A Public Relations Guide for Professionals in Recreation, Health, Physical Education, Sports." (16 p. reprint available from AAHPER Publications-Sales, \$1.00 per copy, Stock No. 248-25406.)

May 1973, p.10, "PR for PE: A New Student Seminar."

June 1973, p.51, "New Physical Education Summer Study Program."

SPORTS FOR MEN
ARNOUD P. VRIENDS

*President
Catholic Dutch Sport Federation
Breda, The Netherlands*

When we are allowed to speak here about "Sports for Men," it seems necessary to consider first why sport even exists. Or should we accept sports for men only because the phenomenon of sport exists, or going further, should we accept sport *like* it exists?

National development demands from sport that it belong in its way of appearance to the society in which we live here and now. Sport results from that society and, moreover, is a reaction to that very society as well. Sport has to take into account the evolutions in that society, and perhaps it will be able to influence those evolutions. The efforts towards achievement of today's society we see in sports in the form of the record, the method of organization, the regulations, and the purpose.

However, in sports we also find a reaction to that society. Sports offer us the chance to be ourselves—sportive, creative, playfully engaged. Sports may give us highly desired recognition and appreciation, which so many of us often have to do without in today's society. Sports can represent a meaningful use of leisure time for us. Sports can activate us physically, and sports can help to elevate our national consciousness and national development. As such, sports are as much an action *for* as a reaction *against*—as much an effort towards achievement on behalf of the individual for national development, as it is a resistance to the efforts of economic achievement.

Sports are as much for the society as against the society. It depends on the aims of those who give guidance and on the intention of the sportsmen on which the accent will fall and in what way a compromise will be found. If sport is to be of importance to national development, in which happiness and the aims in life of people are central, then we must always pay attention to the motives that influence the "why" and the "how" of sport.

We will try to consider this from several different angles. When we ask ourselves why we take part in sport, many sportsmen won't have to think long before saying rather quickly: "from free will, for pleasure." In whichever way we want to analyze sport, it will always appear that the pleasurable moment in sport is fundamental. The most important motive which moves the young man to go in for sport is the fact that he enjoys it. There will be a relationship between his character, his natural ability, his nature and the sport he chooses. This is the reason why there may be young men who will never arrive at free, active practice of sport. They have no interest in it and seek their amusement in other directions, such as debating clubs, nature research, music, art, etc.

From this the conclusion could be drawn that sport can only be done volun-

tarily, because personal interest in sport is essential. "Compulsory sports" at school or in another community will do little for the young man who has an aversion to the subject in the first place. However, a person seldom loses his fascination for playful engagement, playful achievement, or competition. This pleasure is often of a temporary nature, but we see again and again that an acquaintanceship through compulsory sport practice calls forth the desire to continue sports as a free activity. The opportunities that compulsory sport gives in offering a large number of varied activities gives the young man the chance to select an activity that appeals to him, according to his character and natural ability. However, the seeking of relaxation as a basis for a life of activity, the need for an active occupation, and an amusement based on emotional discharge—the delight in an utter physical effort and the stimulating satisfaction of sound competition—are not the only pleasures of sport.

The character of man may be structured in such a way that he finds in sports the best means to express himself. The young man who in the labour process perishes in the mass of hundreds will feel himself indispensable in his place on his sport team, and he may be able to reach a place in society by increasing his achievements in sport that he would never have achieved otherwise. In addition, the young man, lost like a number in the industrialized society, who joins a sporting club will find friends with the same interests and the same objectives for relaxation, attaining a common experience through sport in an atmosphere of friendly competition and play. The common experience in such team sport leads to a willing acceptance of rules, which results from recognition of the other in this group effort. Team sport gives him a feeling of belonging and satisfies emotional tensions and needs which otherwise could lead to stress if left unsatisfied or opposed.

The philosopher, Saint Thomas of Aquin, once said: "Working conforms to existing." In this sense, sport as a human activity bears the seal of the person who partakes of it, and that which is innermost in the person will find its expression in sports. There are varieties in sports, just as there are varieties in sport behaviour, because every person makes his own choice. This freedom gives people the opportunity to organize not only their lives, but also their society. What is in man, lives in sport. The different characters of people result in different preferences for distinct branches of sport, conceptions of play, feelings for matches, and variations of style and organization in sports. The importance of the human modeling in sport appears clearest when social guidance directs that sport as a social educating force. The specific branches of sport as a way of education may differ in old and young societies, but there is no difference in principle. In both, sport is managed consciously as a means of fostering group consciousness and social integration.

Man—in former times, today and in the future—strives for happiness. Spontaneity is an important facet although spontaneity is not effective, not efficient. Spontaneous activities give man a feeling of happiness and will have to take an important place in man's humanity within society, which is becoming more and more industrialized. Leisure time (spare time) is too easily understood as a time

of doing nothing—a time that lies beside and after the time occupied by work and other needs. Or, as Karl Marx said: "The domain of freedom begins at the other side of labour."

The fact is that most people are very much influenced even outside their work by the rationale, the needs and the power of the employment management. A true "liberation" can be realized only by a liberation *inside* labour itself. In other words, the utilization of leisure time will not be merely a compensation for labour estrangement. Liberation out of necessity is only one condition of total liberation. The positive content of leisure time lies in the freedom to dispose of possibilities, means and ways—not merely provision of disengaged, "empty" intervals—if true humanity is to be realized. "True humanity" cannot be defined in a short time, especially not in today's situation of pluralism in which the philosophy of society is often put above the character and philosophy of life itself. It is not for the authorities to set a special concept or privilege. However, with sufficient unanimity important orientations can be indicated which can act as guiding principles, as Prof. de Clerq of the University of Leuven (Belgium) said at the international meeting on leisure time in Brussels, April 1973.

1. *The ludic dimension.* Play is not only the affair of children. Through play, man exceeds need and purpose. He diminishes the things which bind and trouble him. He exercises powers which are not accounted for in work. Play realizes man's own point of view and reveals his own dimension of reality.

2. *The political dimension.* Leisure time should be raised from the fading idea of a hobby culture and given a privileged place in a society in which everyone takes responsibility for and participates in the *res publica* (government). Each person develops and confirms himself as a full participant in and an active standard bearer of the society of which he is a part.

3. *The contemplative dimension.* By contemplation is meant here the extension of complete human activity in the form of a meaningful and enjoyable appropriation. The philosophy of life and/or the philosophy of the society of man is based on characters and traditions which lead the community to its realization in complete happiness.

Games and sport should be seen as a contribution to the humanizing of life. The accent in sport practice should be put on sport as recreation, which offers equilibrium and relaxation as a compensation to inhuman labour burdens or work duties and which makes possible a psychological restoration of health. Sport for the masses should be given more occasions for joy and personal satisfaction in an atmosphere of self-chosen freedom and spare time, without labour coercion. That sport, in its striving for records and its training character, will have an influence on labour in either positive or negative ways is not to be denied.

Starting from these ideas about sport, we distinguish four spheres of sport in the Netherlands:

1. Top-sport;

2. Athletics;
3. Recreational sport; and
4. Recreation.

Top-sport

In top-sport we pay attention first of all to the results we can measure objectively, both for the organizer and the sportsman. Top achievement is important to both and should be higher, if possible, than that of the opponent. Rules, training methods and a regulated way of life help the sportsman to reach that top, and he submits completely. For the "top-sporter" the value of sport often depends on the results achieved. Immediate pleasure in the game is not the primary objective, though it does play a role. The "top-sporter" likes his sport and often enjoys the movement. His technical skill allows him freedom to play as he wishes. However, years of intensive training are necessary and there is a firm ambition for better results and higher performance. They often attain personal satisfaction only after a long period of time. In proportion to the higher levels achieved, more time is demanded of the "top-sporter." A strict, regulated style of life becomes inevitable then.

Top-sport demands a lot of the personal life of the "top-sporter." Top-sport may shape the character but may also be looked upon as a great and unforgettable adventure, as a challenge to reach results which at first seem unattainable, through great patience and devotion. Experience has shown, however, that negative symptoms can arise through a lack of understanding or responsibility on the part of the "top-sporter" or coach.

Important risks arise in proportion to the deepening intervention of sports in the personal life of the "top-sporter": e.g., in connection with his social career. Granted that top-sport progressively interferes with the social life of the "top-sporter," there are other factors outside sports which have an influence as well. We think of the great task of sports as offering a spectacle for the masses, as passive recreation for millions. There is a tendency on the part of many, particularly young men, to identify themselves with a "top-sporter."

Big champions become idols, admired and imitated, and they play a role in a much larger sphere than their own community, often becoming goodwill ambassadors on behalf of their countries. This is another form of stress for the "top-sporter," for he cannot participate in all the evident pleasures of young men because of the way of life which his sport imposes on him. Complete discipline and obvious asceticism are demanded in this respect. On the other hand, the community has a tendency to spoil the "top-sporter" in other respects, lavishing too much attention on him and being too cordial in their praise.

Athletics

Achievement is also important in athletics. The result of the game is of importance to the club, and the participants are personally involved in the

result. For them, too, measurable achievement is a cause for emotion. Yet the participant in athletics longs for more. He desires pleasure, social contact and recreation, a pleasant game and a good team. He also wants his own interests not to be harmed too much. The athlete has to choose continuously between his social duties and his duties towards his club, between his club interests and his self interests, between pleasure and social duties. He must ask himself whether his self interest lies in sports achievements or in social achievements.

The club offers opportunities to engage in sport and thus makes demands. The club does not require top achievement but, no doubt, utmost achievement. The club member must respect these demands and find a compromise between his will and desires, between immediate pleasure and postponed game results reached after intensive training. The athlete seeks and finds his particular solution to conflicts between game pleasures and social duties, results and recreation, club interests and self interests. He has to decide for himself.

Recreational Sport

The sport experience of the participants is especially important in recreational sport. Here we find interest in the results, but only as far as the experience is intensified. Participants in recreational sport proceed from athletics and recreation, looking for game in sports firstly. Here is asked recreation, pleasure, and something else. It is healthy and provides relaxation. These sportsmen look upon the values of recreational sport as mainly with due observance of official rules, although not always in a regulated sport relationship—for relaxation and the opportunity for social contact.

This kind of sport can be carried out as well within sport clubs with organized relationships as outside these clubs. The recreational sportsman can accept the organizational rules of the club because the club offers game opportunities, the chance for comparison in competition, and pleasure. However, the sportsman in recreational sport experiences this organization as incidental and not as binding. Training is for him a form of recreation, not an obligation. Training is carried out to attain greater pleasure, since more game possibilities arise when better techniques are mastered. The form of organization in recreational sport has to take into consideration the feelings of this kind of participant. The number of participants who are interested may vary, but the way the participants throw themselves into the activities is complete and directed towards immediate satisfaction of game needs.

Recreational sport is a meaningful use of leisure, but is confined to real spare time. In proportion as this spare time increases, the need for this kind of sport may grow. The organizational forms will have to be flexible in order to differentiate between social duties and easy recreational sport.

Recreation

In the Netherlands we understand recreation to be a form of sport which

uses game and sport forms without binding itself stringently to official rules or to organized competition. Recreation can be carried out individually as well as in a group. There is no strongly marked difference between recreational sport and recreation; there are a lot of intermediate forms.

Organized sport has a number of aspects which are not attractive to everybody. The competition schedule, the training, the binding to a club, necessitate certain obligations on the part of participants. There exists a need for active forms of leisure—playful forms without obligation, forms of sport which are carried out in a self-chosen moment. Freedom in the choice of a game, outside the sphere of organized sport, is characteristic of recreation. In recreation everyone can concentrate on his own achievement. Trained, little trained and untrained persons can amuse themselves in movement, with or without a leader. New leisure games, running, jumping, swimming and games in small and large groups offer the opportunity to meet others, to improve health and to break the daily routine. Participants in recreation expect pleasure in the act. They can experiment with material, situations can be adapted, and freedom in the game can be experienced.

To make such recreation possible, it is necessary to provide the opportunity to all people with all their gradations of skill to participate in sport in a way that fits their characters, their aptitudes and their needs. When these needs are understood, physical education, athletics and recreation will become a positive force in national development, provided the opportunities are created.

I would like to conclude with the splendid motto of Jang Hjang Guru, found in a Dutch book about Bali :

Don't give your passions free rein;
Don't master them either.
You should not neglect to enjoy.

HISTORICAL DEVELOPMENT OF INTERCOLLEGIATE SPORTS FOR WOMEN

BARBARA E. FORKER

*Professor and Head
Department of Physical Education – Women
Iowa State University
Ames, Iowa, U.S.A.*

"It is in Homer that we find the true spirit of sport, the desire to be ever best and to excel all other men, the joy in the effort."¹ In the *Iliad*, Homer describes the funeral games and although many writers have tried to find a ritual significance in the games, it is apparent in reading Homer that sports were just a part of daily life and purely secular. Any important occasion called for some form of entertainment and that was usually a form of competition. And here before the days of the Olympics, we see that the prizes given were indeed of significance. In one account, Homer describes the competition during a funeral. The first event in the programme is the chariot-race and for this race Achilles offers five prizes. The winner of the first prize received a woman skilled in fair handwork and a tripod. The other prizes were a six-year old mare in foal for second place, for third a goodly cauldron untouched by the fire, for the fourth two talents of gold, for the fifth a two-handled urn.²

For wrestling, Achilles offered two prizes; the winner received a tripod valued at twelve oxen and the loser received a woman "skilled in all manner of work valued at four oxen."³

I think the above account speaks for itself as to the status of women in competition at least up to the ninth century B.C. in Greece from which our ideals of competition sprung.

Evidence of women's or girls' athletics in Ancient Greece is indeed sparse but during the fifth and fourth centuries B.C. women were competing in Sparta, performing naked before men. This practice was not generally acceptable outside Sparta even though the Greek word for athletics was 'gymnastic' meaning literally 'exercises performed naked.' Lysurgus, the traditional founder of the Spartan constitution, was also credited with prescribing physical training for women to fit them to become the Mother of Spartan Soldiers. The Spartan women competed in running and there were whispers of wrestling. Later Plato

¹E. Norman Gardiner, *Athletics of the Ancient World* (London: Oxford University Press, 1930), p.18.

²*Ibid.*, p. 21.

³*Ibid.*, p. 24.

in his *Republic* proposed to introduce similar training for women of the guardian class in his ideal state but the Athenians found this practice too foreign to them. Again in his *Laws* Plato repeats his demand for physical training for women but rejects wrestling and pankration, which is a combination of boxing, kicking and wrestling, and favors fencing. The only other event would be running but he does state that girls over thirteen years of age should wear appropriate dress.

According to Harris in his book *Greek Athletes and Athletics*, there are only three pieces of positive information on women's athletics. One tells of the Festival of Hera at Olympia.

Once every four years the women of the Committee of Sixteen weave a robe for the statue of Hera, and they also arrange the Heraean festival. This consists of races for unmarried girls. They are not all of the same age; the youngest run first, then those of the second age group and finally the oldest girls. This is how they compete; their hair hangs loose, and they wear a tunic reaching to a little above the knee, with the right shoulder bare as far as the breast. Like the men, they have the Olympic stadium reserved to them for these Games, but the stade is shortened for their races by about a sixth. To the victors they give olive wreaths and a share of the beef sacrificed to Hera, and they are allowed to erect statues of themselves with inscriptions. The attendants who help the Sixteen to run these Games are women. As with the Olympic festival, they trace back these girls' Games to antiquity, declaring that Hippodameia in gratitude to Hera for her marriage to Pelops established the Committee of Sixteen and with their help inaugurated the Heraean festival.⁴

There were never any inscriptions found at Olympia which related to women athletes, but at Delphi there is one surviving base upon which must have stood three statues of women because the inscription below indicates that Hermesianax erected those statues of his three daughters—one won the stade at the Pythian Games and also the stade at the Isthmian Games and was the first girl ever to do so. Another daughter, Hedeia, won the race for the war chariots at the Isthmian Games in addition to two stades. She was the woman in the competition for girl harpists and the first girl to be made a citizen. The third daughter, Dionysia, also was a winner but the name of the event and festival was lost. The statue was dedicated to Pythian Apollo. This piece of sculpture and inscription was able to be dated about the middle of the first century A. D., so we know that early in the Christian era there were established contests for women athletes and yet the knowledge of these rests on this one stone.

The third bit of epigraphic evidence is recorded from Patrae on the Gulf of Corinth. It says: "I, Nicophilus, erected this statue of Parian marble to my beloved sister, Nicegora, victor in the girls' race."⁵

⁴H. A. Harris, *Greek Athletes and Athletics* (London: Hutchinson and Company, 1964), p. 179.

⁵*Ibid.*, p. 181.

There is no way to trace the date or event because the stone has disappeared.

Thus, the question of women's athletics in Greece in relation to men's athletics is, of course, only a part of a much larger problem of the place of women in Greek society. Evidence suggests there was some competition but relatively unimportant. Any competition for girls or women was only allowed for the unmarried because as Pericles said in the funeral speech :

. . . the greatest glory of a woman is not to be talked about by man, either for praise or blame. Greek men certainly seem to have done their best to help women to achieve this glory. A Greek kept his public and private life well apart. His women-folk belonged to his private life, and there appears to have been a convention that men did not talk about this side of their affairs in ordinary conversation, . . .⁶

Another indication that a woman's life was a thing apart stems from the ban on women spectators at the Olympic Games.

Women were forbidden, under pain of death, to attend the Olympic Games themselves, and no one dared to break this ban which so drastically underlined the patriarchal character of the worship of Zeus. According to Pausanias, the only woman permitted to attend the Olympic Games was the priestess of Demeter Chamyne, who occupied a seat of honour opposite the seats of the Hellanodicae. Any other woman sacrilegious enough to frequent the men's games was condemned to be hurled headlong from the Typaeum Rock, which could be seen from Olympia across the Alpheus, towards the sea.

Only one case is known in the history of the Games of a woman who defied the ban. Pausanias tells how the mother of one of the competitors at the 98th Games in 388 B. C., Callipateira, disguised herself as a trainer and went to watch her son. When he won, she was so excited that she forgot the ban and rushed up to her son in the arena. Her cloak slipped and she was seen to be a woman. She escaped death only because her father Diagoras and her brothers were all Olympic champions and her son, too, had won a victory wreath.⁷

Although woman's role was very small in athletics in these early Greek days, nevertheless we have taken the best of Greek philosophy and thought on competition and proclaimed it also ours. The concept of the unity and harmony of mind, body and spirit - the concept of the joy in participation rather than joy in winning - the concept of amateurism - the concept of opportunity for all, these and others have been epitomized in the greatest of all athletic contests, the Olympic Games. These concepts have formed the basis for school athletics and are stated in many ways and forms as various organizations today reiterate their beliefs in competitive efforts.

⁶*Ibid.*, p. 184.

⁷Heinz Schobel, *The Ancient Olympic Games* (Princeton, New Jersey : D. Van Nostrand Company, Inc., 1965) , p. 98.

When Pierre De Coubertin finally succeeded in reviving the Olympics in 1896, striking parallels are revealed from the original Olympic Games to that of our day. Coubertin . . . explained his educational principles under three heads :

As the cult of beauty, as joy in muscular activity and as service to the family and society . . . the cult of beauty corresponds closely to the component of the beautiful (Kalos) as the effort to achieve physical perfection. Joy in exercise emerges in the ancient Greek athletics which lent 'kalokagathia' its special character and was the real basis for the ancient Olympic Games. Coubertin's idea of service to the family and society may be compared with the ancient Greek 'ekecheiria', although here the different social conditions must be born in mind. In both cases the central idea is that of peace and friendship founded on mutual respect. The aims are clearly the same — to achieve human perfection. In both cases decisive importance is attached to sport.

We also believe in this genuinely humanistic idea, for we proclaim spiritual riches, moral cleanliness and physical perfection as the aims of education and preserve the idea of the Olympic Games in this sense. 8

With these statements in mind, it should be noted that even in the revival of the Olympic Games, it was not until 1928 that women were officially entered in the games. And before the 1932 Olympics much discussion and debate took place before the decision was reached to continue women's participation.

Of that event, Florence A. Somers wrote in 1930,

With a true spirit of patriotism and hospitality certain American organizations have started plans already to train a team of women for the 1932 games which shall be a credit to America and which shall beat all comers. In order not to be far behind in preparation, other organizations have adopted resolutions disapproving the participation of women in such forms of international competition with the hope that they may make educators and parents realize the much greater benefit of a home program of sports for all girls. Among the latter organizations are the Women's Division, National Amateur Athletic Federation Section on Women's Athletics, American Physical Education Association, and the Association of Directors of Physical Education for Women in Colleges and Universities. 9

Perhaps underlying the late entry of women into the Olympic Games reflects the mood of the times. Only the gentler of sports were considered proper for ladies through the 1800's. Writing in his book *Our Girls* in the 1870's, Dio Lewis approved highly of croquet, skating, walking and battledoor. Of base-ball clubs, he said,

Base-ball clubs have been organized among young women, with the happiest results to their health, spirits, activity and grace. They look very

8*Ibid.*, pp. 119-120.

9Florence A. Somers, *Principles of Women's Athletics* (New York: A.S. Barnes Company, 1930).

pretty in their gymnastic costume, and really they play wonderfully well. 10
Of dancing, he says,

Dancing is beautiful and profitable. But the profit depends upon certain conditions, not always observed, namely, seasonable hours, healthy dress, and a pure atmosphere. Without these conditions dancing may be seriously mischievous. 11

He approves of square dances and calls them very beautiful, graceful, chaste, and healthful. But evidently round dances are the mischief makers as he contends that round dances should not be permitted for the following reasons :

1st. The rotary motion is injurious to the brain and spinal marrow.

2nd. The peculiar contact between the man and the woman, may suggest impure thoughts.

I have many times asked young men what they thought of it, and after saying it was jolly, that they liked it first-rate, they have generally, when urged to tell me seriously their convictions, confessed that, knowing how men feel and sometimes talk about it, if they were woman, they should not indulge. 12

However, Lowis saved us as he did confess,

But, if a young woman, of fair mental capacity, breaks through the trammels of propriety, rides the saddle astride, climbs fences and trees, joins a base-ball club, or acquires distinction in any roystering game which demands pluck and endurance, you may expect something; she possesses the elements of a strong womanhood. I would prefer one such woman, . . . to a dozen women who were chiefly distinguished in girlhood for immaculate collars and bows. 13

In that era football came into being as a sport for college men, and women were allowed to watch. Among the wealthier class of people, golf and tennis were being played by women in country clubs and athletic clubs. In 1890 there was a national championship in tennis for women. Women's crew came into existence at Cornell in 1896. Basketball was invented in 1891. And it was invented for men, but the impact it had on women in sports is far greater than it had on men.

The State of Iowa can readily testify to a case for girls' basketball. Although the interscholastic program here did not culminate in a state tournament until 1920, Dubuque High School, probably the first in Iowa, was playing girls' basketball in 1898. 14

10Dio Lewis, *Our Girls* (New York : Harper Brothers, 1871), p. 351.

11*Ibid.*, p. 349.

12*Ibid.*, pp. 226-227.

13*Ibid.*, p. 338.

14William J. Peterson, "Beginnings of Girls' Basketball," *The Palimpsest*, XLIX (April, 1968), pp. 113-124.

In the late 1800's, sports for women were beginning to get more recognition in schools and clubs. Newspapers, magazines and books had occasional reference to this rising phenomenon in society. Competition for women, however, was still at a minimum. We heard John S. White proclaim in 1889 at a meeting of the American Association for the Advancement of Physical Education:

But do not stop with your encouragement of sports for boys. Do yet more for the girls. There is a reason why the girls at 16 in America are taller and more robust than their mothers. We can trace it directly to more intelligent ideas of dress and open-air exercise, to horseback riding and to lawn tennis. Increase these opportunities and let the girls play hockey and cricket — as, indeed, they are already doing in the English schools — let them fence and shoot and swim, but above all give them gymnasiums in every city and town in the land.

I hail with enthusiasm the athletic spirit of the present time and I prophecy that before many years our American young men and women will show a robustness and vigor of constitution, and a familiarity with the best forms of physical exercise, both for the training of the muscles and the maintenance of health, unparalleled since the days of Plato, the mighty wrestler; Socrates, the invincible soldier, and the magnificently trained boys and girls of the Dorians, in ancient Greece. ¹⁵

However, around the turn of the century college athletics had fallen into ill-repute; professionalism was rampant to the extent that many players on college teams were not even enrolled in school. Clark Hetherington, who was often referred to as the modern philosopher of physical education, spent much of his time while he was at the University of Missouri dealing with the problems of interscholastic athletics. The fact that he insisted on the University of Missouri fielding a "clean" team in 1902 was absolutely revolutionary. He founded the Missouri Valley Conference in 1907. His deep convictions concerning athletics and their purposes extended also to girls' and women's sports. He introduced playdays for high school girls in Missouri as a substitute for interscholastic sports. He worked diligently to limit competition for girls and women to intramurals and playdays. His Athletic Research Society, of which he was founder and President, started a movement to put interscholastic sport for girls and women out of existence. ¹⁶ Hetherington's concern for athletics and recreation and his basic conviction that play was an educational endeavor permeated the thinking of many other leaders of our profession. They used the general term of play to include games, dancing, athletics, the play side of gymnastics and all such other play activities in which the large muscles are used more or less vigorously. ¹⁷ The approval for intramurals and playdays for girls as against

¹⁵John S. White, "The New Athletics," in *Chronicle of American Physical Education*, ed. by Aileen S. Lockhart and Betty Spears (Dubuque, Iowa: Wm.C. Brown Company Publishers, 1972), p.89.

¹⁶Ellen Gerber, *Innovation and Institution in Physical Education* (Philadelphia: Lea and Febiger, 1971), pp. 391–392.

¹⁷*Ibid.*, p. 392.

interscholastic competition had strong support here for years to come.

At the same time — the early 1900's — there was activity in women's athletics taking place in the colleges which came about as a result of demand by the college women. Harriet Ballintine of Vassar College reported in the *American Physical Education Review* that athletics were introduced at Vassar with great reluctance and only because of the demand. And the sport was basketball. Then came demands for track and field events, and field hockey.

Later, in 1939, Henry Link published in his book *The Rediscovery of Man* some interesting facts about these same Vassar girls who were pioneering in the field of competitive sports for women.

The class of 1912 of Vassar College recently published certain facts about its members. After twenty-five years 65 percent of the 229 graduates have been married. Among the Phi Beta Kappa or high scholarship group only 61 percent had married. "But if she was one of our beauties" the report states, "one of our daisy chain or a class marshal, her chances would shoot up to 80 percent. Still you must not think that beauty leads the race, for the athletes are really at the top. If she were a member of one of our teams or even a sub, her chances of marriage would be 83 percent. And if she happened to be on the hockey team her chances would be 90 percent."¹⁸

The devotees of women's athletics were many in those early years and there were those who were as vigorously opposed. College women were making a strong case for themselves and they gained support among some of the college administrators. Lucille Hill, Director of Physical Training at Wellesley College spoke out in her book, *Athletics and Outdoor Sports for Women*,

The only possible way in which we can change our strenuous opponents to ardent advocates is to conduct our athletics, both social and organized, on such a high plane of intelligence and control that there can be no ground for this disfavor. We hear constantly of the 'abuse of men's athletics; we should hear nothing but the use of women's athletics.'

It is always a pity to see a good thing so misused or overused that the majority of people lose sight of its true mission and recognize its superficial popularity only.

As a means to an end, the value of athletics is as great - and greater - for women as for men; but while we enthusiastically seek the health and recreation which comes from natural play, we must avoid the evils which are so apparent to thoughtful people in the conduct of athletics for men.¹⁹

¹⁸Henry C. Link, *The Rediscovery of Man* (New York : The Macmillan Company, 1939), p. 157.

¹⁹Lucille E. Hill, "Introduction to Athletics and Outdoor Sports for Women," in *Chronicle of American Physical Education*, ed. by Aileene Lockhart and Betty Spears (Dubuque, Iowa : Wm. C. Brown Company Publishers, 1972), p. 228.

As we progressed into the 20th century organized competition for girls and women was gaining momentum. Generally these programs that did exist were coached by men and the women athletes were being exploited through rather sensational advertizing. Contrary to our belief in the importance of the participation, these women were coached to win at all costs. We can expect vigorous protesting from the women and protest they did. Through the years it appeared that although they were not totally opposed to competition, they were indeed opposed to the evils that had befallen the boys' and men's programs, whatever the reasons. It appeared that reactions against the men were the guiding principles rather than establishment of a program which could correct the evils and still provide healthy competition.

An attempt to set up an exemplary program of competition was made in 1919 by Elizabeth Burchenal who was at that time Assistant State Inspector of New York State Military Training Commission and Chairman of Committee on Girls' Athletics of the American Physical Education Association. The policies which guided her program for high school girls were :

- (a) Athletics for girls should be developed only on the basis of play — sports for sports sake.
- (b) At least 80 percent of the girls should participate or it is a failure.
- (c) Eliminate all the mistakes of boys' athletics (such as individual stars, publicity, paid admission, etc.).
- (d) No interschool competition.
- (e) Only team competition — not individual girls.
- (f) Athletics chosen because of suitability for girls, not in imitation of boys' athletics.
- (g) Girls' athletics directed by competent women instructors and leaders.

Many of these same principles appeared a few years later as a result of a meeting called by Mrs. Herbert Hoover at the suggestion of the National Amateur Athletics Federation of America. The committee on organization came forth with a resolution which called for a

special organization of women to stand as a deliberating, investigating, legislating, promoting, advising, and finally controlling body on the special problems of athletics for girls and women : and

second, that the NAAF shall be considered the inclusive body concerned with the national problems and all problems of deliberation, investigation, legislation, promotion, and control in athletics which are common to both sexes. 20

20National Amateur Federation of America, "Reports of the National Amateur Athletic Federation of America," *Chronicle of American Physical Education*, ed. by Aileene Lockhart and Betty Spears (Dubuque, Iowa : Wm. C. Brown Company Publishers, 1972), pp. 372-373.

They further resolved to appoint a commission of not less than seven women who will act in the official capacity of regulating and controlling women's athletics for the next year or until a special organization to serve this function has been permanently established.

From this committee report came many resolutions adopted by the entire conference which incorporated the principles of Elizabeth Burchenal. We who grew up in the period following that conference felt the results and lived and played under the results of the thinking and philosophy of those women and their followers.

An interesting summary of one of the parts of these recommendations made by the Committee on Recommendations regarding Inter- versus Intra-Institutional Activities which was adopted by the Committee on Women's Athletics of the American Physical Education Association was in Resolution 12. They resolved that no inter-institutional athletics is warranted unless provisions had been made for every girl to have a full season's program of all-round athletic activities of a sort approved by this committee and that every girl participates within the school and that these activities are under the leadership of properly trained women who have educational value of the game in mind rather than the winning.

Thus, they

Resolved, that in cases where

1. The above conditions obtain and proper responsible authorities (preferably women) deem it desirable educationally and sociably to hold inter-institutional competition, the following requirements are observed :
 - a. Medical examinations for all participants.
 - b. No gate money.
 - c. Admission only by invitation of the various schools or institutions taking part in order that participants may not be exploited.
 - d. No publicity other than that which stresses only the sport and not the individual or group competitors.
 - e. Only properly trained women instructors and officials in charge. 21

And it ended with

Finally, the committee does not wish it to be inferred from these recommendations that it is advocating or attempting to promote a policy of inter-institutional games. 22

There was no case for competition by this group. I am sure you can feel the frustration of these women, the unwillingness to endorse competition with all

21 *Ibid.*, p. 379.

22 *Ibid.*, p. 379.

its possible evils, the unwillingness to denounce it as having no values. This document and subsequent endorsers did in essence accomplish its underlying but not stated purpose of providing a program of competition which could not possibly become corrupt without actually denouncing competition. This program also had as its basic philosophy that of Clark Hetherington's concept of play-similarly advocated by J.B. Nash, Ethel Perrin, Mabel Lee and many others.

As late as 1930, the controversy was still raging. Mabel Lee was asked by the College Women's Section of the Middle West Society of Physical Education (MWPECW) to present at its meeting a study of the situation of intercollegiate athletics for women since 1923, stating the case for and the case against. This she did and subsequently published it in the *Research Quarterly*.

Questionnaires were sent out to 154 leading colleges and universities — 98 replied.

In 1923 varsity-type competition was found in one western, one southern and three eastern states. In 1930 the same continued plus one more southern and three more eastern states participated.

In 1923 there was an average of 4 sports per college and in 1930 it had dropped to 2.72.

In her conclusion Mabel Lee states,

It is interesting to note the rising tide of condemnation of men's intercollegiate athletics. It has grown from a mild protest, voiced by a few in the study of 1923, to most emphatic statements of disapproval, voiced by a large member in this present study of 1930. There exists a great fear that once intercollegiate athletics for women gain a foothold, college women might become involved in the same athletic predicament as their brothers. The director who replies in the following strain seems to voice the opinion of the great majority when she says, 'I would approve of a program of intercollegiate athletics for women if it would actually be conducted as amateur sports should be conducted but not as men's intercollegiate athletics are conducted in this country.' There is ever present the alarming thought that women might become involved in something equally undesirable . . . 23

Through the thirties, the forties, the fifties and over into the sixties competition for girls and women was hailed as not desirable. It was a head in the sand approach but it was also one which had some justifications as a result of interpretation of what play was - what athletics in their finest sense were - what competition could and should be. It was a protest against the evils of boys' and men's programs and from it developed the intramural, playday, sportsday, and telegraphic programs which the women felt were free from the temptations confronting the men and which had the good of the player at heart.

23Mabel Lee, "The Case For and Against Intercollegiate Athletics for Women," in *The Making of American Physical Education* by Arthur Weston, (New York : Appleton-Century-Crofts, 1962), p. 286.

These programs were indeed highly idealized – the play for plays sake, “a sport for every girl and every girl in a sport.” But under that system many girls and women played and competed. The lid was tightly clamped on a Pandora’s Box but every once in a while a corner would crack open; the Inter-Mountain Sports Association is one case in point; the National Collegiate Golf Tournament, the lone sport which culminated in a national champion sponsored by a professional association, is another. The latter tournament, which had struggled through many years of competition, finally drew enough support that a Tripartite Committee was formed in 1957 to set policies for the continuation of this national collegiate tournament. The three groups served were DGWS, NAPECW and ARFCW (CSA). Three years later the committee responsibilities were enlarged to include other sports and the name changed to National Joint Committee on Extramural Sports for College Women. In June 1964, the members of that Joint Committee voted unanimously to recommend that the committee be disbanded and all responsibilities be assumed by DGWS.

DGWS accepted the responsibility and in 1967 formed a Commission on Intercollegiate Athletics for Women which in 1971 became the Association for Intercollegiate Athletics for Women (AIAW).

The stand is taken for women’s sports but not without years of deliberating, philosophizing, researching and finally responding.

The women who have taken the stand, prepared the guidelines, organized the country for collegiate competition believed strongly that this program of competition was, indeed, in the best interests of the women competitors. It was working and by spring 1973 there were over 300 AIAW member schools and national championships in seven different sports. It was also in the spring of 1973 that the AIAW met its first challenger. AIAW became one of the defendants in a law suit brought on by eleven young Florida women who had been denied the right to participate in AIAW sponsored tennis tournaments because they were attending college on tennis scholarships. The awarding of scholarships is a controversial issue but many of the faculty women felt strongly that this part of the men’s program caused the “evils” our women recognized earlier in the 20th century. Because of the pending law suit AIAW was forced to withdraw their policy statement which prohibited participation by individuals receiving monetary assistance for their athletic ability and substituted the following philosophical statement :

The DGWS reaffirms its concern that the provision of scholarships or other financial assistance specifically designated for athletes may create a potential for abuses which could prove detrimental to the development of quality programs of athletics. Specifically, the DGWS deplores the evils of pressure recruiting and performer exploitation which frequently accompany the administration of financial aid for athletes.

The DGWS is concerned that many collegiate athletic programs as currently administered do not make available to female students benefits equivalent in nature or extent to those made available to male students.

While a curtailment of programs of financial aid to female students involved in athletics does eliminate the potential for abuses inherent in any such programs, this remedy is overly broad because it operates inequitably to deny to female students benefits available to their male counterparts. Specifically, these benefits might include the recognition of athletic excellence and the opportunity for economic assistance to secure an education.

Therefore DGWS believes that the appropriate solution in our contemporary society is one directed to avoiding abuses while providing to female students, on an equitable basis, benefits comparable to those available to male students similarly situated.

Success of financial assistance programs is dependent upon the quality of administration. To foster appropriate administrative procedures, the following guidelines are recommended :

1. The enrichment of the life of the participant should be the focus and the reason for athletic programs.
2. Adequate funding for a comprehensive athletic program should receive priority over the money assigned for financial aid. A comprehensive athletic program provides adequate funding for (a) a variety of competitive sports which will serve the needs of many students; (b) travel using licensed carriers; (c) appropriate food and lodging; (d) rated officials; (e) well trained coaches; (f) equipment and facilities which are safe and aid performance.
3. The potential contribution of the "educated" citizen to society, rather than the contribution of the student to the college offering the scholarships, should be the motive for financial aid.
4. Staff time and effort should be devoted to the comprehensive program rather than to recruiting.
5. Students should be free to choose the institution on the basis of curriculum and program rather than on the amount of financial aid offered.
6. When financial aid is to be given, participants in certain sports should not be favored over those in other sports.
7. Students should be encouraged to participate in the athletic program for reasons other than financial aid.²⁴

This change in policy does open the door for abuses. Will we have enough control over our own destiny to avoid the mistakes the men have made in their scholarship program or will we, too, succumb to the pressures of the public? What other challenges are lurking in our future?

²⁴Update, May, 1973, p. 11.

The past is history — how one might interpret it depends upon personal experiences, knowledge and association. The future of women's sports depends upon how we meet the constant challenges presented to every woman engaged in some phase of sport today. These same challenges are also presented to the men who work side by side with the women seeking the same rewards and experiences for all people.

This presentation is purely a once-over-lightly, highlighting some of the more significant events which helped to chart the courses for women's athletics. As it is in all other ways of being, the point in discussion never evolves in isolation. Society, its moods, beliefs, philosophies, barriers, economy, technology or lack of, contributes — a complete picture of the evolution of women's athletics would also include a study of society. But in conclusion we can say women athletes have come a long way — from offering the woman as a prize, then allowing her to be a spectator and finally as the participator. The woman today is on the starting block, poised, ready to go.

PROMISING PRACTICES AND TRENDS IN ELEMENTARY PHYSICAL EDUCATION

SONIA TORO SEDA

*Associate Professor of Physical Education
Catholic University of Puerto Rico*

A few preliminary points prior to developing my talk. ICHPER International Congresses provide us the opportunity to meet colleagues from other countries and to learn first hand of trends and promising developments in elementary physical education. We must realize that in any of our native lands the programs for elementary school children are not ideal. Our professional challenge must be to continuously work to achieve quality programs to meet the cultural needs in our respective countries.

With these points in mind, a review will be presented in almost "capsule" form of what the leading physical educators, administrators, teachers, curriculum experts, physicians and other leaders believe about quality programs for elementary school physical education. Their beliefs are reflected and documented in even a brief review of the literature. Their philosophies and beliefs eventually influence and direct promising practices and trends throughout the world. A brief description of what constitutes quality programs of elementary school physical education follows.

The successful physical education program for elementary school children must be child centered. It should be well conceived, comprehensive, well conducted and integrated into the total curriculum. It must recognize that each child is a unique individual and has varying physical, emotional, mental and social needs. It must provide rich learning experiences so that each child becomes more proficient in movement skills and improves in muscular strength, endurance, flexibility, accuracy, agility, balance and coordination, contributing to the self-realization objectives of fully functioning individuals capable of living happy and productive lives in society. It is also important that each child understand the importance of these factors in relation to his own life, and that body awareness in relation to space, time and force be created in each child at his own rate.

The common core of learning experiences is concerned with adequate, effective and efficient body management in a variety of movement experiences. They must be selected to best serve the developmental needs of all children: the gifted, the slow learner, the emotionally disturbed, the perceptually impaired, the average, the physically handicapped and the socio-culturally deprived. The program must be planned and conducted to provide each child with maximum opportunity for participation which will result in desirable modifications in behavior, skills, knowledge, values and attitudes. For this reason, the curriculum content should be organized so that those levels of learning can be understood and take place in a sequential and developmental format, going from the simple to the complex.

The instructional program of physical education should be planned to encourage vigorous physical performance to attain physical conditioning, develop motor skills, encourage creativity, emphasize safety practices, motivate expression and communication, promote self-understanding and acceptance, and stimulate social relations.

The instructional program should include experiences in fundamental movement skills, rhythm, dance, aquatics, self-testing, ball handling activities, games of low organization, fundamentals and basic practice in sports skills and athletics, stunts and tumbling with small and large apparatus, if necessary using home made, inexpensive, improvised materials. All of these experiences should be interrelated and sequential from one learning experience to the next.

It is essential also that adequate supplies, equipment and space be available for every child during instructional class periods and for practice outside of the required class period.

Various teaching styles should be followed in the learning experience, including both teacher and student directed techniques. Problem-solving methods are also most essential. Instructional aids, including audio-visual materials, should be available and utilized. Large and small group instruction with individual assistance and inter-disciplinary approaches should be emphasized.

Opportunities should be given for participation in voluntary and developmental organized intramural programs and extramural experiences such as play days, field days, sports days, dancing days, rhythmical activities, gymnastics and others. These selected and supervised activities are offered to the students as soon as their desire for competition and group identification begins to emerge. Both the skilled and unskilled student who wants to participate should be given the opportunity. This program should be consistent with the goals of elementary school education.

Desirable minimum administrative requirements relating to an effective and educationally sound program in physical education for elementary age children need continuous review in every country. The following requirements have been recommended in our profession.

1. A daily instructional class, in addition to time allotments for dressing, showering, recess, noon hour and free or supervised play.
2. The length of the class period should be appropriate to the instructional purpose of the given class lesson.
3. Class size or groupings should be appropriate to the objectives of the lesson being taught, and usually consistent in size with that of other subject areas and/or self-contained classes. Class size must be flexible enough to provide for individual differences in interests, abilities, size, maturity and needs.
4. Class or group scheduling should be planned to minimize equipment changes. It is also important to allow time between classes for the physical

education teacher to talk to children, make notes, and confer with the classroom teacher.

5. Attention to the teaching load for each teacher is crucial to excellent teaching. The number of hours taught is not as important a factor as the number of different classes assigned to a teacher in a day.
6. Each elementary school should have adequate space, facilities, equipment and supplies for the physical education program planned by physical educators, administrators, and persons knowledgeable in recent developments in instructional practices and design of facilities.
7. Both the children and teachers should be appropriately dressed for the type of learning experiences being taught. Consideration should be given to safety and freedom of movement when selecting clothes to be worn.

Evaluation of the elementary school physical education program should be continuous. It is used to determine and clarify instructional purposes and to determine individual pupil progress in achieving class objectives. Evaluation motivates both teachers and pupils to bring about improvement. It provides the basis for assessing what learning is taking place. Evaluation also assists in interpreting the physical education program to the parents, administrators, pupils, and the community. A variety of evaluation techniques should be used for determining individual needs and differences of children. Teacher observation, class discussion, knowledge testing, anecdotal records, motor skills and physical fitness assessment all have positive uses. However, results should always be related and interpreted in light of the local community situation, rather than solely in relation to national norms such as the "AAHPER Physical Fitness Test." The individual child's progress is the most important factor, not his rank in relation to other children. Finally, children need to be involved in their own evaluations of themselves and their own behavioral objectives.

The teachers of physical education in the elementary school must be highly qualified. They must understand human movement, child growth and development, current theories of learning, and they must genuinely like children in order to more effectively work with them. Teachers of physical education should be a part of the total school faculty, and involved and contributing members of the total school effort.

The training program for preparing elementary school physical education teachers needs continuous evaluation. The professional preparation courses and learning experiences should include studies of the following :

- child growth and development with emphasis on motor development and learning;
- the nature and function of human movement;
- learning theories that facilitate the learning process and also teaching approaches as they relate to learning outcomes;
- curriculum development, including movement education experiences

appropriate for all elementary school children;

- early childhood school curriculum through upper elementary school curriculum as a part of continuing education experiences;
- carefully selected laboratory experiences related to learning and observing the movement of children of all ages;
- the relationship of physical and motor development to the total learning experience;
- course work in movement skills, methods, and content with laboratory experiences.

Finally, I would like to emphasize the need to continually find ways to interpret a comprehensive and sound program of physical education in the elementary schools. Improvement is needed in the direction of the desirable physical education program described here in outline form. Planned visitations of parents, administrators, classroom teachers and various influential persons to see a quality program is most important. I believe slides, films, newspaper stories, radio and t.v. interviews, and other utilization of audio-visual approaches need to be explored and planned for if continuous physical education progress in elementary school situations is to be made.

I have briefly reviewed what we might say as : "This is what our leaders believe about quality elementary school programs of physical education, including objectives and aims, organization and administration, the phases of the school program, planning, facilities, equipment and supplies, leadership and evaluation." However, we all realize that no nation has achieved yet the quality of program we desire. Our professional challenge remains to improve existing programs of elementary school physical education as an important part of national development in all countries.

THE REFORM OF TEACHER PREPARATION IN THE FIELD OF PHYSICAL EDUCATION (SUMMARY)

HERBERT HAAG

*Professor and Director
School of Sport Science
Justus Liebig University
Giessen, Germany*

*(Eds. : The full text of Dr. Haag's presentation
was not received in time for publication.)*

In five major parts it is intended to develop new perspectives for the reform of teacher preparation in the field of physical education, starting from the basic assumption that content and form of the preparation of physical education teachers is the basic influencing force for the development of sport and physical education.

1. The given topic has to be seen in the wider framework of a general university reform, which seems to be a requirement all over the world.

It should be kept in mind that there has to be a national solution to this problem, according to socio-cultural differences; however, it is possible and necessary to recognize international developments in this regard and to stay open-minded in order to understand alternatives in the solution of a problem.

In order to develop new perspectives for the level of higher education, it is necessary to analyze the curriculum research results on the primary and secondary level. This means the application of an inductive strategy-model instead of a deductive procedure, where regulations for state examinations are developed first in order to pattern teacher preparation after these. However, one has to realize that the inductive procedure is a very difficult one.

2. Certain fundamentals for a reform of teacher preparation have to be recognized. First of all, future development of the society should be considered and the specific role of the school in this development. In other words, teacher preparation should be geared towards future patterns in order to reduce the gap between scientific findings and their realization. Curriculum research has to provide these data on a scientific basis so that tasks and responsibilities of the physical education teacher can be formulated.

3. Based on these tasks and responsibilities, a concept for professional preparation of physical education teachers can be developed. Consideration should be given to certain general requirements which have to be met by all teachers regardless of the subjects they teach and at what level. Furthermore, there are specific aspects of the professional preparation which represent the main and basic components of a study curriculum in physical education. They become meaningful only within a framework of mutual interdependence and relationships.

4. In the next step professional preparation and examination guides can be developed. As necessary background, we need to recognize certain points of the dimension of *Hochschuldidaktik*, which means didactic considerations such as methods, structure, sequence of the study, etc. Only at this point is it time to develop guidelines. In other words, in the framework of this strategy-model the point is reached which all too often is used at the start in the format of a deductive procedure.

5. Finally, it is necessary to summarize these new perspectives concerning the reform of teacher preparation in the field of physical education. Because of the overall importance of sport as a factor in society, we have to keep in mind that teaching is not the only profession related to sport. There is an urgent need to develop other professional curriculums related to sport.

RESEARCH INTO INTENSITY OF
PHYSICAL ACTIVITIES WITH R.M.R.

MASAKO HIGASHI

*Professor
University of Kanazawa
Japan*

A. Research Procedures

1. Subjects were chosen from students of general education with comparatively great motivation, except members of varsity sports clubs.
2. During the whole period of the class, breath was taken into Douglas-bags at the rate of one minute every three minutes.
3. Immediately after the class, breath in the recovering stage was taken three times for three minutes, amounting to nine minutes in all.
4. Analysis was conducted with Scholander's Micro-meter Gas-analyzer.

B. Results

1. Soccer

- | | |
|-----------|---|
| Student A | A-class skill and greatest motivation
90 minute class with two matches of 20 minutes
each in it
R.M.R. - 7.4 |
| Student B | B-class skill and medium motivation
class of the same conditions as A
R.M.R. - 4.1 |
| Student C | B-class skill and medium motivation
class of the same conditions as A and B
R.M.R. - 3.4 |

The R.M.R. 7.4 of Student A is satisfactory compared with other data of soccer. In any case, the average 4.9 of the three students is proper intensity.

2. Tennis

- | | |
|-----------|--|
| Student D | A-class skill and great motivation
16 students in one court and a 90 minute class
with matches in it
R.M.R. - 2.8 |
| Student E | B-class skill and great motivation
same conditions as D
R.M.R. - 1.8 |

- | | |
|-----------|---|
| Student F | beginner with great motivation
6 students in one court and 90 minute class
with fundamental drill
R.M.R. - 3.8 |
| Student G | beginner with great motivation
same conditions as F, except 12 students in one court
R.M.R. - 4.2 |
| Student H | same conditions as G
R.M.R. - 3.1 |

R.M.R. 2.8 and 1.8 of Students D and E respectively are very low or too low, considering that of walk is 1.2. This may be due to mass education with 16 students in one court as well as to the long waiting period in classes with matches in them. As there are no ways to increase the intensity except through additional facilities, their enlargement was added to our aims for the future. However, we must note that R.M.R. 4.2 of Student G in the court with 12 students is higher than R.M.R. 3.8 of Student F in the court with 6 students. This shows that some disadvantages in facilities can be removed by teaching methods.

3. Basketball

- | | |
|-----------|---|
| Student I | A-class in skill and motivation
90 minute class with 3 matches of 8 minutes each
R.M.R. - 3.0 |
| Student J | same conditions as I
R.M.R. - 3.0 |
| Student K | same conditions as I and J
R.M.R. - 5.7 |

The average 4.2 of the three students is lower than the 4.9 of soccer, but duration of matches, 40 minutes in soccer and 24 minutes in basketball, are much about the same and therefore the intensity is enough.

4. Dancing

- | | |
|------------------|--|
| Student (girl) L | A-class both in skill and motivation
90 minute class in folk dance with five
explanations by the teacher
R.M.R. - 3.0 |
| Student (girl) M | same conditions as L
R.M.R. - 3.0 |

3.0 with the two girl students is a proper intensity in a dancing class.

Studying these results, we are trying to improve our teaching in the belief that we are always responsible for evaluation and improvement.

PHYSIOLOGICAL STUDY OF BADMINTON AS A SCHOOL ACTIVITY FOR GIRL STUDENTS

KAZUO ITO

*Associate Professor
Department of Liberal Arts
Kyoto University
Kyoto, Japan*

Badminton is one of the most ancient sports known and, supposedly, the original style of the game was called "Poona" in India. Similar styles of the sport were played in Asiatic countries over 2,000 years ago. In our country, also, we have traditional "Hanetsuki", played with a wooden racket and a small wooden ball with feathers, just like badminton. From ancient times until today, we have played the game during the New Year holiday while dressed in our Japanese kimonos. It was and is quite a beautiful thing to see.

The style of badminton discussed in this paper is the badminton that was carried back by the British Army from India and modernized in England, not the old country style game. In the experiments, badminton was examined in terms of energy metabolism as a school activity for girl students.

Subjects employed in the experiments were fifteen girl students, five of them top players in Japan, five middle class players who were the members of college teams, and five beginning players.

Energy consumption was measured by direct and indirect methods. In the direct method, the subject was requested to wear a gas mask in order to collect the expired gas during various basic movements and strokes, and also during a real game. In the real game, the expired gas was collected not only during the game, but also during the recovery stage for appropriate minutes in order to measure oxygen debt. The gas samples collected were analyzed by the Holden method. Then the energy consumed was calculated from the oxygen requirement. Indirectly, the energy cost of a real game was calculated by means of a time study.

The energy consumption of the basic movements—standing, taking ready position, walking and running—are shown in Table I. The subjects employed in the experiment were the top players. In this table, the first two columns are the heights and the body weights of the subjects. The walking and running movements were carried out by passing through the court in a crisscross way. The subjects were requested to make frequent dashes and stops in the narrow court. That is why the values of the energy consumption for the walking and running were two to three times larger than those for the ordinal walking and running performed at these speeds.

TABLE I.

subj.	height cm	weight kg	standing Cal/min	taking ready position Cal/min	walking (66m/min) Cal/min	running (100m/min) Cal/min
K. T.	158.0	49.0	1.00	1.40	3.65	10.87
K. R.	150.0	43.0	0.91	1.26	3.80	9.04
I. I.	157.0	45.0	0.95	1.27	3.71	8.77
A. I.	152.0	47.0	0.96	1.30	—	10.11
M. K.	163.5	47.0	0.96	—	4.08	11.12
average	156.1	46.2	0.96	1.31	3.81	9.98

TABLE II.

stroke time	long high service	high clear	drop	smash	drive	net shot
subj.	3' + 12'	3' + 12'	3' + 12'	3' + 12'	3' + 12'	3' + 12'
K. T.	—	50 strokes 0.26 Cal	50 strokes 0.18 Cal	44 strokes 0.42 Cal	—	71 strokes 0.24 Cal
K. R.	50 strokes 0.30 Cal	53 0.24	48 0.17	43 0.31	51 0.33 Cal	61 0.25
I. I.	50 0.30	50 0.25	56 0.24	53 0.34	51 0.28	62 0.20
A. I.	50 0.29	46 0.26	—	42 0.49	58 0.29	70 0.22
M. K.	55 0.25	59 0.35	58 0.23	52 0.36	70 0.26	70 0.18
average	0.29	0.27	0.21	0.38	0.29	0.22

In Table II, the energy consumption of the basic strokes of the top players is shown. These values, except the long high service, include the energy consumption for one or two steps in movement because the subjects needed to take the steps to hit the shuttles inside the circle, which was two meters in diameter. The energy consumption of the basic strokes with their variations are shown in Figure 1. The closed circle represents the top player, the open circle represents the middle class player, and the open square represents the beginner. Comparing the energy costs of the top players with those of the

middle class players, the values are about the same in the short service and the drive; however, in the long service, the middle class players expended less energy than the top players. This may be due to the fact that the middle class players could not drive a long and high enough service from an underhand position. In the high clear, the drop shot, and the smash, the values of the middle class players are larger with a wider range than the top players. This indicates that the middle class players had to expend more energy than the top players to perform the required strokes, due to their lack of skill. As for the beginners, since they could not perform any of the strokes sufficiently, they were only requested to return back the easy flitting shuttles as far as possible. The value is about the same as for the drive stroke. The variation is narrow, but their performances varied extremely from stroke to stroke.

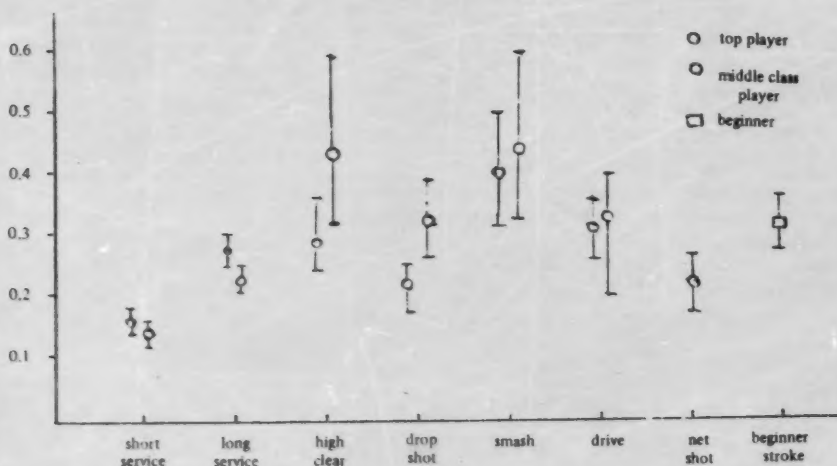


FIGURE 1.

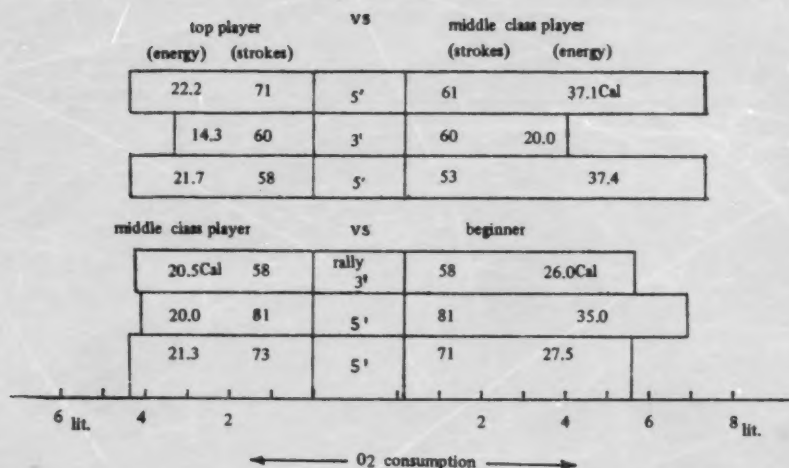


FIGURE 2.

The energy consumption of the stroke rallies, continued for 3 or 5 minutes between the subjects who had different levels of skill, was measured. Two cases—the top player matched with the middle player, and the middle player with the beginner—are shown in Figure 2. In the figure, it should be noted that the poor player had to expend much more energy than the other player. Sometimes the player spent almost twice as much energy when matched with a more skilled player than when matched with another poor player. From this observation, we should be careful of the exercise duration, because if it is prolonged it will become much too heavy exercise for girl students.

The energy consumption of the singles practice games matched between the subjects of the middle class group was measured by the direct method. The results obtained are shown in Table III. The rate of energy consumption obtained from 5 matches varied widely as is shown in the table; however, if you take the ratio of the energy consumption to the basal metabolism, the ratios, except in the case of # II, fell into about the same value. In the # II match, it would be thought that the loser had few chances to make effective strokes in such a one-sided game.

TABLE III.

WINNERS			match & time	LOSERS		
energy cons.	strokes	point		point	strokes	energy cons.
26.0 Cal	73	11	I 4'30"	3	62	23.9 Cal
22.2	43	11	II 4'10"	0	36	11.3
59.0	89	11	III 9'40"	9	81	53.5
27.3	47	11	IV 5'05"	7	50	34.7
39.9	66	11	V 5'50"	9	70	48.9

Since our top players participated in the All Japan Intercollege Tournament, we tried to estimate the energy consumed during the real game by means of a time study. First, the basic movements and the strokes shown in Tables I and II respectively were identified from the various performances observed in the real game, and the times of them were measured. The various strokes identified from the games distributed as is shown in Figure 3. In the figure it can be pointed out that in the singles game the high clear was predominant, but in the doubles there was no marked difference between strokes. As for the service, the long high service was predominant in the singles, but in contrast the short service was predominant in the doubles.

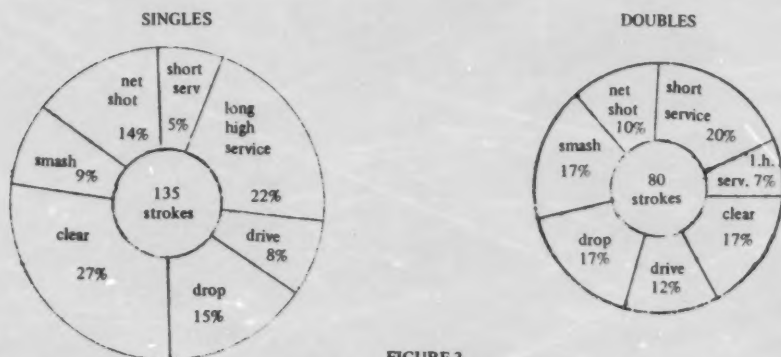


FIGURE 3.

From the data of the times of the various basic movements and strokes observed in the games, and of the calories required for the basic movements and strokes (already shown in Tables I and II), the energy consumed during the real games was calculated. The values calculated are shown in Table IV. The energy costs varied from 32 calories to 85 calories in the singles and from 31 calories to 58 calories in the doubles. The ratio of the energy cost of the strokes to the total energy cost is roughly 50 percent. It is very high as compared with about 20 percent in tennis.

TABLE IV.

	SINGLES						DOUBLES		
	2 SETS			3 SETS			2 SETS		
	average	max.	min.	average	max.	min.	average	max.	min.
total energy cost Cal	44.0	58.4	32.0	78.5	84.9	67.0	44.2	57.9	31.0
O ₂ consumption ml/kg/min.	18.2	18.9	19.2	15.4	14.6	17.4	10.9	9.3	13.0
energy cost of strokes Cal	24.3	33.3	19.3	43.5	45.8	39.0	20.0	26.0	11.3
%	55	56	60	55	54	58	45	45	35
other movements Cal	19.7	25.1	12.7	35.0	54.2	28.0	24.2	31.9	19.7
%	45	44	40	45	46	42	55	55	65

As to the reliability of the estimation of the energy cost, the value calculated by indirect time study method was compared with the directly measured value obtained from the same real game. The differences of the estimated values from the directly measured values varied from -7 percent to +0.8 percent in the 4 cases matched between the top players. These errors are small enough to accept this estimation in such an energy metabolism experiment, instead of the direct method.

TABLE V.

DOUBLES (11 points)			
	max.	min.	average
game time	13'15"	4'15"	6'42"
energy cons. of strokes	(103s.) 31.93Cal	(12s.) 3.72Cal	(38s.) 11.77Cal
%	70.2	36.8	56.2
other movements	13.55	6.39	9.19
%	29.8	63.2	43.8
total	45.48	10.11	20.96

The time study method was applied on the practice games in the school activity. In Table V, the average of the energy costs of the doubles was about 21 calories, but the values varied widely from 10 calories to 46 calories. Almost all of the subjects employed in the experiment had about 10 weeks of experience in playing the game. The variation of the values may be caused by the widely different game process, in the times spent, and even in the game content itself, due to their lack of skill. Therefore, it is needed to have several practice games with the different opponents in a school hour. In the class of badminton, we used to give ten to fifteen minutes stroke rally exercise and several practice games in a school hour of 90 minutes. So, the total energy cost in a school hour of badminton comes up to about 200 calories. If comparing this with about 250 calories for volleyball and 200 to 300 calories for tennis, it can be said that badminton is an adequate school activity for girl students from the view of energy metabolism, if it is conducted properly.

The conclusions are as follows :

1. In the stroke rally, the unskilled spent more energy than the skilled and got easily tired. We should be careful of the exercise duration.
2. From the energy cost of the top players' match, the activity is heavier than table tennis and a little lighter than tennis.
3. The energy cost measured in the school activity indicates that badminton is an adequate school activity for girl students.

A SOCIOLOGICAL STUDY OF UNIVERSITY SPORTS IN JAPAN

KEN KAGEYAMA

*Assistant Professor
Tokyo Metropolitan University*

Introduction

In Japan, physical education is compulsory for two years in all universities. Various sports activities of students are also practiced as so-called extra-curricular activities in the university, and they have rather a long historical tradition in sports of Japan. But lately it appears that they will undergo extensive changes, accompanying the popularization of higher education and rapid social changes.

For this reason, I will discuss here some of the problems that are occurring in university sports, introducing the results of recent surveys that we carried out, though these surveys are not yet complete.

University sports here—that is, so-called intramural sports—means all voluntary sports activities of students which are practiced within the campus of the university or on the base of the university as a community. It is important to take notice of the different meaning of “varsity sports.”

Purpose of the Investigation

Many problems are occurring in the university with the advance of higher education today, and changing tendencies of student sports activities is one of those problems. It may occur in the transition stage from traditional university sports to new ones. For example, traditional sports clubs in the university are disbanding gradually because new members are becoming fewer and fewer. The creation of new ways of conducting group activities is becoming necessary. These phenomena are considered to be the same in community sports and industrial sports as well. Therefore, it is important to clarify the factors affecting these tendencies in order to think about the future of mass sports. This investigation was conducted with these purposes in mind in the case of university sports.

Here I wish to report especially on the outcomes of investigations into three types of sports participation in the university: utilization of sports facilities on the campus during free time (as free activity), participation in intramural sports programmes, and membership in sports clubs.

Methods of the Investigation

I. Outline

The following three surveys were conducted in sixteen universities which were selected from all the universities in Japan. The outcomes of these surveys were treated statistically and by means of case study at the same time.

Survey A – Student Survey	(Questionnaire)
Survey B – Club Survey	(Questionnaire)
Survey C – Circumstances Survey	(Interview with university representatives)

2. Universities Investigated

The following universities were selected for investigation, taking into consideration geographical location, school scale by students enrolled, and difficulty of entrance examination.

National	7 Schools (Total Number of Colleges and Universities	75)
Public	3 Schools (Total Number of Colleges and Universities	32)
Private	6 Schools (Total Number of Colleges and Universities	290)

3. Student Survey

Physical education teachers at each university were asked to perform the student survey under the following conditions :

Subject – Junior students (mainly male), including both faculties :
Natural Science and Humanistic Science.

Samples – About 200 students in each university.

Subject populations and whole samples are shown in Table I.

4. Club Survey

The leaders of the Governing Body of Sports Clubs in each university were asked to deliver the questionnaires and have them filled out under the following conditions :

Subject	– All sports clubs belonging to the Governing Body.
Questionnaires	– To be filled out by the captain or manager of each sports club.

5. Period of the Investigation :

From December 1972 to March 1973.

Findings and Discussion

1. Utilization of Sports Facilities on the Campus during Free Time

Table II shows the outcomes of the following question : "Where do you usually practice sports outside of physical education classes?" Proportions of the students who answered "mainly on campus" were remarkably low in the case of private universities compared to national and public universities. The reason may be that rapid growth of private universities (shown in Figure 4) occurred without sufficient provision for sporting facilities, etc.

These proportions are different by various factors shown in Figure 1. For example, scale of university and degree of facility area affect those rates. Location of university too appeared to affect the rates.

At the same time, we have to take note of the factors related in Figure 2. This figure shows that many universities which are "generally good" on students' attendance in classes (except physical education) have higher rates than "not good" universities. Though there may be no direct relationship between these two factors—that is, attendance in classes and utilization of sports facilities—it is sufficient to suppose that some social factors in narrow meaning, such as human relationships within the university, stand between and are affecting university sports.

In the near future these social factors will have to be analyzed more concretely. It will be important to re-build the university as a community, simultaneously providing full physical conditions for sports (constructural conditions are meant in this case), in order to promote sports for all students.

2. Participation in Intramural Sports Programmes

The outcomes of the survey about participation are revealed in Table III. The tendencies are similar to the case of utilization of sports facilities mentioned above. However, the relationship between "attendance" and "participation" was not evident, supposedly because there are more particular factors in planning and performing these sports events.

3. Sports Club Memberships

The proportion of the students who belong to sports clubs, including informal groups, are shown in Table IV. The general tendencies were the same as with the case of participation in intramural sports programmes above.

4. Recent Trends in Total Number of Club Members

Lately the numbers of students who join formal sports clubs are declining in Japan. On the other hand, more and more informal sports clubs are being formed. Therefore, we investigated the changes in formal clubs' members. Table IV shows the results of the club survey. Captains of about half the clubs reported a trend towards decreasing membership. Actual changes in members for the last six years also bears out this tendency. The clubs showing an increase in members were fewer than the clubs showing a decrease.

However, it is important to point out that those tendencies of "decrease" were different by various group characteristics as revealed in Figure 3. This shows that clubs which aim to win victories, are devoted to sports only, and have strong vertical human relationships are suffering more from the decrease in club members. It is clear that affiliations are affected not only by physical or con-structural conditions in each university, but also by factors such as group characteristics.

Conclusion

From the findings presented above, I can state the following :

1. University sports are influenced by many physical factors such as scale of the university, area of sports facilities, location, etc.
2. At the same time it is conceived that the more social factors concerning the university community are affecting university sports. Supposedly recent changes in university sports are not unrelated to disorganization of the university as a community. If this is true, many steps such as reorganization of the university as a community must be taken, but it may be possible to achieve results mainly through improvement of study and learning conditions. Of course, sports can contribute to this area.
3. Though private universities are generally operating under poor conditions in terms of sports activities for all students, this may be due to an insufficiency of both factors—namely, constructural and social.
4. Tendencies in decrease of club members depend upon group characteristics also. If we hope to develop sports for all students, traditional ways of group activities must be improved. Traditionally too, emphases have been put on "winning a victory" or on "skill" rather than on enjoyment of sports. It is worthwhile to note that sports may have been functioning in the past to disorganize, rather than to foster cooperation among people, due to extreme emphasis on victory, technique, etc. Therefore, the reform and creation of new sport cultures are important in the present situation. Without it, sports for all students will not be truly realized.

TABLE I.
POPULATIONS AND SAMPLES

Type of Univ.	N (Schools)	Survey A (Sub-Individual)			Survey B (Sub.-Sports Club)		
		Populations	Samples	Sampling Ratio (%)	Populations	Samples	Collecting Ratio (%)
National	7	48,685	1,603	3.29	220	190	86.4
Public	3	9,652	629	6.52	89	73	82.0
Private	6	67,975	1,039	1.53	229	156	68.1
Total	16	126,312	3,271	2.59	538	419	77.9

TABLE II
MAIN PLACE WHERE SPORTS USUALLY PERFORMED

Type of Univ.	Category of Answer N (Percent)	Mainly on Campus	Mainly in Community	Half and Half	Don't Practice Sports	N.A. D.K.
National	1,603	34.8	34.1	15.7	12.4	3.0
Public	629	36.2	33.4	15.9	12.6	1.9
Private	1,039	17.2	53.0	11.8	14.9	3.0
Total	3,271	29.5	40.0	14.5	13.2	2.8

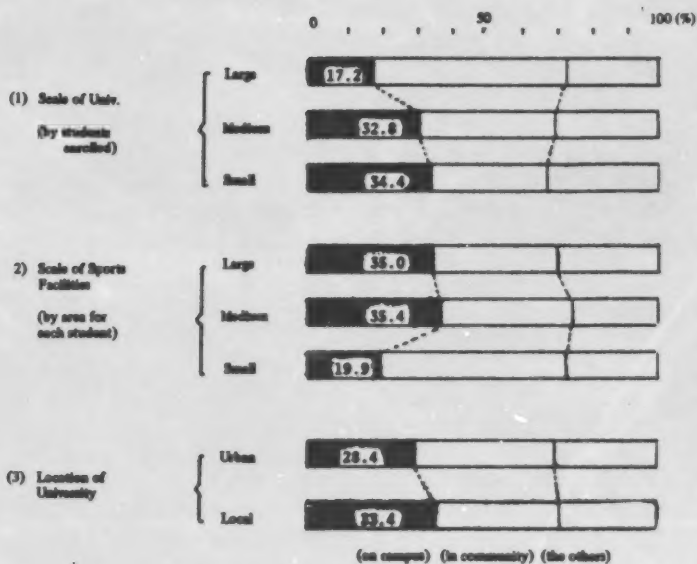


FIGURE 1.
DIFFERENCES BY VARIOUS FACTORS OF THE RATES OF EACH CATEGORY
FOR MAIN PLACES IN TABLE II

TABLE III.
PARTICIPATION IN SPORTS EVENTS WITHIN THE UNIVERSITY

Type of Univ.	Categories of Answer		Did	Didn't	N.A. D.K.
	N (Persons)				
National	1,603		37.4	62.4	0.2
Public	629		54.8	44.5	0.6
Private	1,039		<u>22.5</u>	76.3	1.2
Total	3,271		36.0	63.4	0.6

TABLE IV.
BECOMING MEMBER OF SPORTS CLUB IN THE UNIVERSITY

Type of Univ.	Categories of Answer		Do	Don't	N.A. D.K.
	N (Persons)				
National	1,603		25.5	74.4	0.2
Public	629		30.4	69.2	0.5
Private	1,039		<u>19.7</u>	79.8	0.5
Total	3,271		24.6	75.1	0.3

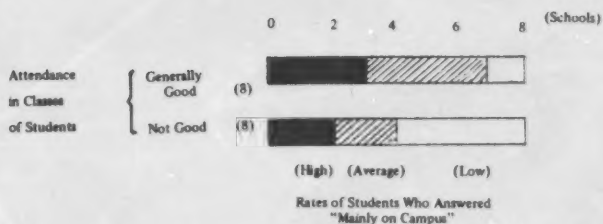


FIGURE 2
RELATIONSHIP BETWEEN RATINGS OF ATTENDANCE IN CLASSES AND
RATES OF STUDENTS WHO ANSWERED "MAINLY ON CAMPUS" ABOVE.
(IN SCHOOLS)

TABLE V.

NUMBER OF CLUBS (1) WHICH ANSWERED "DECREASE" OR "INCREASE"
IN RECENT CLUB AFFILIATION BY EACH CAPTAIN AND (2) RATED
ACCORDING TO ACTUAL CHANGE OF CLUB MEMBERS DURING THE LAST SIX YEARS

Type of Univ.	N (Clubs)	(1) By Judgment of Captain				(2) By Ratings According to Actual Changes of Club Members			
		Decrease	Unchanged	Increase	N.A D.K	Decrease	Unchanged	Increase	N.A D.K
National	190	36.8	34.2	23.2	5.3	27.9	42.1	30.0	0
Public	73	49.3	37.0	12.3	1.4	30.1	52.1	17.8	0
Private	156	55.1	28.2	14.7	1.9	39.7	34.6	25.6	0.6
Total	419	45.8	32.5	18.1	3.3	32.7	40.8	26.3	0.2

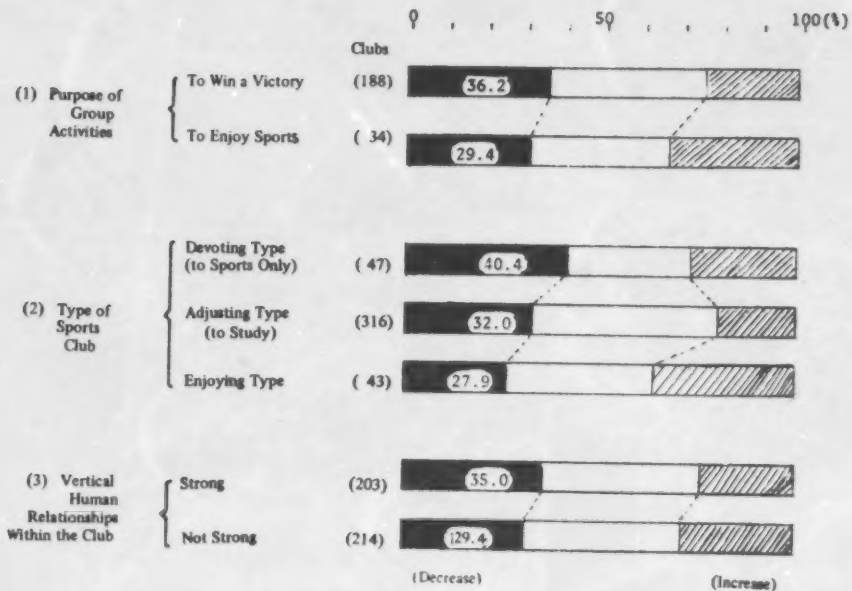


FIGURE 3.

DIFFERENCES BY VARIOUS FACTORS OF THE RATES OF "INCREASE" AND "DECREASE"
ACCORDING TO ACTUAL CHANGES OF CLUB MEMBERS

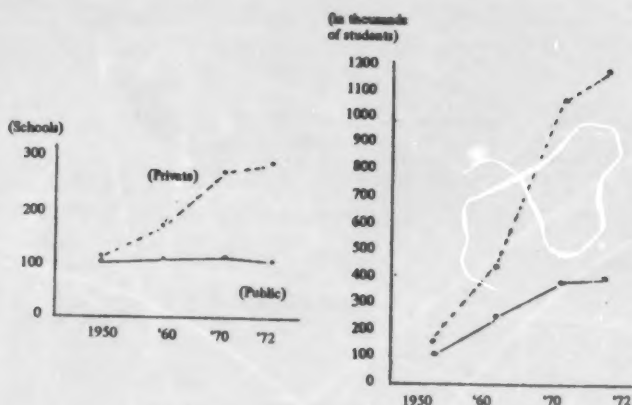


FIGURE 4.
GROWTH OF SCHOOLS AND STUDENTS BY FOUNDERS
(COLLEGES AND UNIVERSITIES)

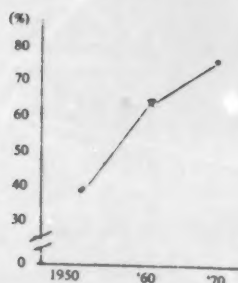


FIGURE 5.
PERCENT OF URBAN (CITY) DWELLERS
TO TOTAL POPULATIONS

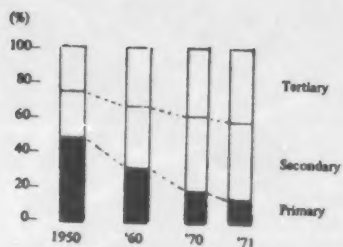


FIGURE 6.
PERCENT OF PERSONS WITH A JOB IN
INDUSTRY CLASSIFIED BY THREE DIVISIONS

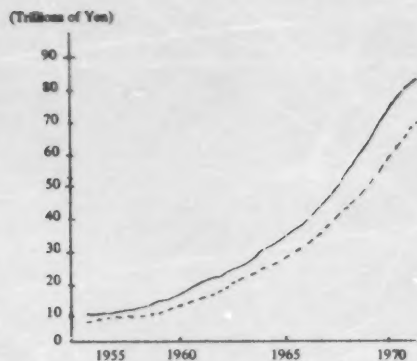


FIGURE 7.
GROWTH OF GNP AND NATIONAL INCOME

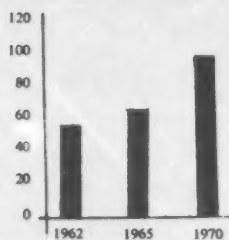


FIGURE 8.
RATES OF PERSONS WITH DISEASES
PER ONE THOUSAND PEOPLE

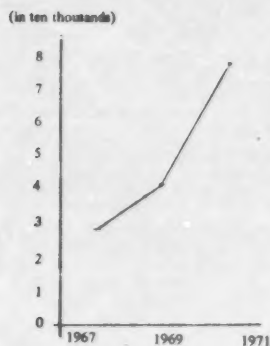


FIGURE 9.
INCREASE OF GRIEVANCE PROCEDURES
TAKEN UP BY LOCAL GOVERNMENTS

PHYSICAL FITNESS DATA OF SCHOOL CHILDREN IN DENPASAR

A. MANUABA and N. NALA

*Department of Physiology
University of Udayana
Bali, Indonesia*

Since 1969 field surveys for the collection of normal data about Balinese Indonesians have been carried out, particularly with regard to the school children of Denpasar regency.

For physical fitness data, the Harvard step-up test with modified bench height (47.5 cm) was used formerly. However, since 1971 a battery test consisting of sit-ups, standing broad jump and 50 meter shuttle run has been used for the elementary school children. In 1972, a battery test consisting of sit-ups, 50 meter sprint, chin straddle, standing broad jump and 400 meter run was carried out for the junior highschool children. Data of the results are shown in Tables I and II.

To provide information about other physical fitness data, the mean fitness index of some groups in Denpasar are presented in Table III.

Some data concerning the possibility of a correlation between hobby in sport and fitness are shown in Table IV.

Since physical fitness, basic to life, is a component of health, physical education and recreation, it should be included in program planning in these areas. It is hoped that the data presented here will encourage development of programs in health, physical education, and recreation to be carried out in Bali, Indonesia as soon as possible.

TABLE I.
PHYSICAL FITNESS OF ELEMENTARY SCHOOL CHILDREN - 1971

Age yrs	Number	Sex	Sit-ups (time)	Standing Broad Jump (cm)	Shuttle Run 50 m (seconds)
9	162	male	8.29 (0-16)	148.7 (100-193)	15.82 (13-25)
10	395	male	8.91 (0-20)	152.4 (105-224)	14.95 (11-30)
11	636	male	10.39 (0-22)	163.4 (108-220)	15.53 (11-29)
9	154	female	6.54 (0-16)	143.9 (100-188)	19.10 (12-36)
10	229	female	6.53 (0-16)	158.8 (102-195)	18.45 (13-30)
11	347	female	6.53 (0-18)	143.3 (100-203)	17.46 (12-32.5)

TABLE II
PHYSICAL FITNESS OF JUNIOR HIGH SCHOOL CHILDREN

Age yr	Number	Sex	Sit-ups time	Range	50 m Sprint seconds	Range	Chin Straddle time	Range	Standing Broad Jump (cm)	Range	400 m Run seconds	Range
13	40	Boys	17.85	5-32	10.17	6.5-11.0	28.05	15-52	199.92	148-285	90.40	74-200
14	139	Boys	17.29	0-37	8.11	6.5-10.5	32.05	6-56	202.69	150-290	94.18	60-157
15	206	Boys	19.82	0-40	8.30	6.0-12.0	31.68	4-75	203.05	148-275	90.40	62-144
16	164	Boys	24.24	5-46	8.28	6.0-13.0	34.13	7-57	225.40	105-300	83.24	56-137
17	81	Boys	20.96	0-37	7.87	6.0-15.0	29.44	0-49	254.49	169-113	88.19	60-128
18	24	Boys	21.25	5-35	8.16	6.8-11.0	31.70	14-50	220.96	183-255	90.75	64-139
13	17	Girls	9.19	2-19	8.48	7.5-15.0	20.29	11-31	184.36	145-215	102.02	70-130
14	75	Girls	8.18	0-23	9.40	7.0-13.0	23.81	4-34	175.90	114-249	102.06	81-135
15	93	Girls	7.55	0-25	9.06	7.4-16.0	21.98	0-45	176.17	114-245	109.59	72-170
16	68	Girls	7.58	0-21	10.87	7.5-16.0	21.94	0-44	173.00	135-240	111.60	75-147
17	40	Girls	8.20	0-28	10.24	8.0-16.0	20.35	0-33	175.02	136-212	110.08	82-126
18	5	Girls	9.40	0-18	12.50	9.0-14.0	23.80	10-36	174.40	118-305	111.00	90-140

TABLE III.
MEAN FITNESS INDEX (HARVARD STEP-UP TEST)

Group	Sex	Number	Fitness Index
Athletes (1969 NSW) *	male	55	95.8 (74.7-160.4)
Medical Students *	male	62	65.5 (29.9- 99.1)
Senior Highschool *	male	32	59.9 (33.1-86.6)
Athletes (Madiun) **	male	51	89.3 (50.0-115.0)
Medical Students **	male	76	68.4 (15.0-130.0)
Senior Highschool **	male	149	69.8 (25.0-115.0)
Traffic Policemen **	male	21	47.8 (35.0-95.0)
Athletes (1969 NSW)	female	24	90.7 (36.6-136.4)
Senior Highschool	female	120	47.9 (20.0-100.0)
Medical Students	female	19	59.3 (21.4-121.2)

NSW = National Sport Week

* = 50 cm bench height

** = 47.5 cm bench height

Interpretation : below 50 - poor

50 to 80 - average

above 80 - good

TABLE IV.

DATA ON HOBBY IN SPORT AND FITNESS INDEX OF SENIOR HIGH SCHOOL PUPILS

Group	Sex	Number	Number Having Hobby in Sport	Fitness Index (number) Using Harvard Step Test
Teachers' School	male	23	21	2
General Highschool	male	43	30	19
Technical Highschool	male	47	36	8
Economics Highschool	male	36	23	10
Teachers' School	female	22	14	0
Welfare School	female	56	6	2
General Highschool	female	27	12	1
Economics Highschool	female	15	3	1

Assumption : Physical education and sport programs are not organized well enough.

Some percentile tables are the results of the conclusion of the first phase of the physical fitness testing program, which was executed from June 1963 to January 1964 in the various sport high schools and institutes in Indonesia. These data are presented here for comparison purposes. (Thomas P. Rosandich, *Sports Physical Fitness Test*, Worldwide Publishing Company, Hongkong, 1964.)

TEST : SIT-UPS

% tile	14 yr		15 yr		16 yr	
	M	F	M	F	M	F
100	64	53	60	50	96	51
95	50	25	46	22	63	23
90	42	21	40	20	43	17
85	37	18	36	16	38	14
80	35	16	34	14	35	12
75	32	15	32	13	32	11
70	31	14	30	11	30	10
65	30	10	30	10	30	9
60	29	10	28	10	28	8
55	27	9	26	8	26	7
50	25	7	25	7	25	6
45	24	7	24	6	24	5
40	22	6	23	5	22	4
35	21	5	21	4	21	3
30	20	4	20	4	20	3
25	18	3	19	3	19	2
20	16	2	16	2	17	1
15	14	1	14	1	15	1
10	11	0	11	0	13	0
5	5	0	9	0	9	0
0	0	0	0	0	0	0

TEST : 50 METER SPRINT

% tile	14 yr		15 yr		16 yr	
	M	F	M	F	M	F
100	7.0	7.3	7.0	7.2	6.5	7.0
95	7.3	8.2	7.1	8.5	7.1	8.5
90	7.5	8.5	7.4	8.7	7.2	8.7
85	7.6	8.8	7.5	8.9	7.3	8.9
80	7.8	8.9	7.5	9.0	7.4	9.0
75	7.9	9.0	7.6	9.0	7.5	9.1
70	8.0	9.0	7.7	9.1	7.5	9.3
65	8.0	9.1	7.8	9.2	7.6	9.4
60	8.1	9.1	7.9	9.4	7.7	9.5
55	8.1	9.2	7.9	9.5	7.8	9.5
50	8.2	9.3	8.0	9.5	7.9	9.6
45	8.3	9.4	8.0	9.7	8.0	9.9
40	8.4	9.5	8.1	9.9	8.0	10.0
35	8.5	9.6	8.2	10.0	8.0	10.0
30	8.5	9.8	8.2	10.0	8.1	10.0
25	8.6	9.9	8.4	10.0	8.3	11.0
20	8.8	10.0	8.5	10.0	8.4	11.0
15	9.0	10.0	8.7	11.0	8.5	11.0
10	9.2	11.0	9.0	11.0	8.9	11.0
5	9.5	11.0	9.3	11.0	9.0	11.0
0	9.7	13.0	9.5	14.0	9.2	11.0

PERCENTILES BASED ON PAST TESTS

1. SIT-UPS

%-ile	Men	Women
100	104	56
85	78	48
70	65	30
50	52	6
30	39	9
15	26	11
0	0	0

2. 50 METER SPRINT

%-ile	Men	Women
100	6.0	7.0
85	6.4	7.4
70	6.6	7.5
50	6.8	7.7
30	7.0	7.9
15	7.2	8.1
0	7.6	8.7

HAEMOGLOBINE CONC. DATA OF SCHOOL CHILDREN IN BLAKIUIH, BALI - 1972

Class Number	30 % 4.7 gms	40 % 6.3 gms	50 % 7.8 gms	60 % 9.4 gms	65 % 10.8 gms	70 % 10.9 gms	75 % 11.4 gms	80 % 12.5 gms	85 % 13.28 gms	90 % 14.1 gms
I 262	1	31	35	93	--	43	--	40	--	13
II 250	--	11	18	80	2	61	26	33	3	4
III 172	--	3	23	52	1	57	4	27	--	4
IV 130	--	3	15	28	1	39	12	30	2	1
V 111	--	3	11	39	--	33	--	19	--	11
VI 82	--	11	10	22	1	34	2	12	--	4
TOTAL	1	52	112	314	5	267	44	161	5	37

VISUS DATA OF SCHOOL CHILDREN IN BLAKIUIH, BALI - 1972

Age Years	Number	V I S U S		Age Years	Number	V I S U S	
		Normal	Abnormal			Normal	Abnormal
8	262	232	30	11	130	126	4
9	250	244	6	12	111	107	4
10	172	157	15	13	82	77	5
							3.07
							3.60
							6.09

PHYSICAL FITNESS DATA OF BALINESE ATHLETES (PON-1973)

G r o u p	Sex	Number	High Jump Cm	Squat Jump Time	Push-ups Time	50 Meter Shuttle Run Seconds	Dynamometer		Mean Fitness Index (HST)
							Right Hand kg	Left Hand kg	
Self defence	Male	8	55.00	53.87	21.50	13.35	45.00	45.75	88.13
Track & Field	Male	2	67.00	45.00	22.50	13.35	48.00	47.00	82.50
Badminton	Male	1	67.00	46.00	20.00	13.80	40.00	31.00	95.00
Volleyball	Male	12	71.75	37.17	23.17	13.03	47.75	44.75	85.00
Football	Male	20	59.45	52.90	25.80	13.25	43.30	40.75	90.50
Cycling	Male	4	53.00	66.50	28.00	13.30	46.00	42.50	108.75
Judo	Male	4	57.75	56.50	31.25	13.25	49.50	46.00	88.75
Boxing	Male	6	50.33	61.66	63.00	14.03	40.00	34.66	94.16
Track & Field	Female	1	39.00	30.00	20.00	14.00	38.00	37.00	90.00
Badminton	Female	3	49.35	37.66	33.00	14.66	32.66	30.33	110.00
Basketball	Female	10	51.60	34.40	28.80	-	32.60	30.10	100.00
Tennis	Female	5	36.40	6.60	9.20	15.32	37.00	30.00	62.00
Volleyball	Female	11	50.18	35.72	26.63	13.92	36.00	35.27	80.99

SPEECHES
AT THE
CLOSING SESSION
OF THE
CONGRESS

SYARNUBI SAID

*Vice President
The Indonesian Coordinating Body for
Physical Education, Health and Recreation*

It is a great pleasure for me, at the close of this memorable Congress, to have this opportunity to thank two of the people who made it possible.

First of all, on behalf of the Indonesian Coordinating Body for Physical Education, Health and Recreation, I would like to express my deep appreciation to the former Director General of Sports and Youth, Major General Soepardi, who initiated the idea of holding this Congress in Indonesia. I am particularly grateful to him for inviting our Coordinating Body to take part in the organization of this International Congress. I must admit, however, that most of the work and financing have been carried out by the government of Indonesia, specifically the Directorate General of Sports and Youth of the Ministry of Education and Culture. Therefore, I would like to take the liberty of extending my personal thanks to the new Director General of Sports and Youth, Brigadier General Soedardi, who assumed responsibility for the realization of this Congress and to whom we owe much for its success.

Ladies and Gentlemen :

The results of your deliberations during this Congress are certain to take a prominent place not only in your professional fields, but also in the struggle of nations for economic and social development. This Congress has grown into something more than a simple discussion of the fields of health, physical education and recreation; by recognizing the role which your professions can play in carrying out the development priorities of nations, you have paved the way for important contributions to national and international goals. More and more people outside your professions are coming to realize the potential applications of health, physical education and recreation to development priorities, and this can only result in increased cooperation as we work together for the common good of our nations and the world.

It is my belief that you have opened the door for a new era in your professions. You are now discussing not only such topics as physical fitness, performance of athletes, methods of teaching, exercise physiology, and so forth, but also the ways in which concepts, programs and research in these fields can be applied to the cause of national development. A balance of social, economic, and industrial development is necessary if desirable social change within societies and nations is to be realized, and health, physical education and recreation must play an active role in national development plans if such a balance is to be achieved. Your deliberations here are of importance not only to your own professional fields, but to all people who are concerned about the national development of their countries.

I trust that you will continue on the road which you have taken together here, and that this Congress will mark the beginning of the implementation of health, physical education and recreation programs in the social, economic, industrial and educational development of nations.

R.F. SOEDARDI

*Director General of Sports and Youth
Ministry of Education and Culture
The Republic of Indonesia*

After a momentous week, we arrive now at the close of this Congress. I am grateful indeed for all the help we have had in these last weeks, and would like to thank all of you who have helped to make the Congress such a great success.

It is difficult to single out persons, committees or institutions for special recognition, but I feel that we are particularly indebted to the organizers in Bali, the Governor, and the Military Commander of Bali for their generous cooperation and whole-hearted support.

I would like to take this opportunity also to express my deepest gratitude to the Vice President of the Republic of Indonesia, the Minister for Foreign Affairs, the Minister for Information, and Dr. Hatta for the honor they bestowed on us with their presence at the official opening of this Congress.

Special thanks must be extended to Mr. Syarnubi Said, Vice President of the Indonesian Coordinating Body for Physical Education, Health and Recreation, for his personal donation to this Congress. I must also not forget to thank the Pertamina Indonesian State Oil Enterprise for its valuable contribution.

Last, but not least, I would like to particularly thank Lieutenant General Ashari Danudirdjo, Secretary General of the Department of Foreign Affairs and member of the Board of Curators of the Indonesian Coordinating Body for Physical Education, Health and Recreation, for the valuable assistance and cooperation of the Department of Foreign Affairs in facilitating visa applications for the participants from abroad.

So many individuals, as well as governmental and private institutions at both national and local levels, have cooperated in the organization of this Congress that it is impossible to mention them all here. It is indeed gratifying that so many people have worked so unstintingly to make this International Congress the success it has been.

I have instructed our Congress Coordinator, Dr. Sieswanpo, to edit and publish the Proceedings of this Congress. These documents will constitute a very valuable contribution both to our professions and to the leaders, specialists and scientists involved in national development. Upon returning to your home countries, I hope that all of you will work to disseminate the results of this Congress among your colleagues and national development leaders.

At the beginning of my speech I mentioned that this Congress has come to a close. However, it is well to remember that the concepts and ideas set forth here are just the beginning. It is my hope that interest in the application of health, physical education and recreation to national development will grow, and that

soon we will see practical programs in these areas implemented in national development projects.

There have been many friendships formed during these past days, and many useful relationships have been established. I trust that we will continue to work together in the coming years for both the advancement of our professions and the common good of our peoples.

To those of you who are planning to leave for your home countries, I wish you a safe and pleasant journey; and to those who are planning to attend post Congress tours, I wish you an enjoyable and rewarding stay in Indonesia. As you know, our National Sports Week begins this Saturday and lasts until August Fifteenth. For those of you who will be making stop-overs in Jakarta, we will be happy to ask the National Indonesian Sports Committee and the Governor of Jakarta to extend invitations to you for the events.

Please relax and enjoy yourselves now, and may you take back with you pleasant memories of your stay in our country.

RESOLUTIONS, RECOMMENDATIONS, AND APPRECIATIONS

ICHPER BYLAWS

CONGRESS DELEGATES

ICHPER

Resolutions, Recommendations, and Appreciations

The members of the ICHPER, meeting in the XVI Annual Congress at the Bali Beach Hotel, Sanur/Denpasar, Bali, Indonesia, July 29 – August 3, 1973 have reviewed the past resolutions and recommendations and have formulated, through committee action working with and for the membership, the new resolutions, recommendations and appreciations, and presented them to the ICHPER Delegate Assembly, Thursday, August 2, 3:30 – 5:00 p.m.

For purposes of international, professional and council practicality a differentiation and definition is made on *Resolutions, Recommendations, and Appreciations*.

Resolutions :

Resolutions are the well considered, well stated professional guidelines and directives which present philosophically, clearly and practically the ICHPER position on health, physical education and recreation.

Resolutions are prepared in view of their application and dissemination by members to their educational administrators and political and governmental units.

Resolutions will be carried on the records of the Council and will be appropriately distributed and publicized.

Resolutions may repeat elements of former considerations and statements and call for action, as there is a recurring need for publishable informative statements to represent contemporary delegate opinions, and participation in current congresses.

Recommendations :

Recommendations relate to matters of ICHPER organization work such as planning, programming, scheduling, publishing and publicizing ICHPER business.

Recommendations will be carried on the Council's records and will be referred to the Executive Committee for appropriate effectual action.

Appreciations :

Appreciations are statements of recognition and acknowledgments and other related honoring expressions made in appreciation of professional service, local and government cooperation and other unusual commendable action.

Appreciations will be formulated as may be appropriate and will be transmitted as may be the desired action within the statement, or decided upon by the Executive Committee.

Appreciations may be stated in any desirable manner, and may be called by some other name when an identifiable service for local custom directs.

Appreciations will become a part of the record of the Council and may have distribution or publicity as may best give attention to the appreciation.

RESOLUTIONS FOR 1973

The members of the ICHPER, meeting in the XVI Annual Congress at the Bali Beach Hotel, Sanur/Denpasar, Bali, Indonesia, August, 1973—in consideration of the needs of all people and all nations for personal and national development, reaffirm the basic objectives of ICHPER to strengthen international ties, appreciations, and understandings and to further the specific purposes :

1. To encourage the development of programs in health education, physical education, sports and recreation throughout the world.

Health is important in individual and national development. Health education both in and out of schools must accompany medical services and environmental sanitation and control.

Physical education for individual and national development should be provided as a required and continuous program of effective instruction at all levels of public schooling to or through the university levels. There should be a minimum of three class meetings per week. Teaching should be by qualified teachers prepared in physical education.

Recreation programs which might include camping and outdoor education should be initiated by educational and governmental units, and facilities should be provided for the use of all people through programs of land use and city planning.

2. To improve the professional preparation of teachers of health education, physical education, sports, and recreation.

All teacher education institutions should include a program of health education, physical education and recreation for all students.

All teachers of health education, physical education and recreation should participate in a preparation program equivalent in time and credit to those of others.

All teachers of health education, physical education and recreation in colleges and universities should qualify themselves as academic and professional educators and colleges and universities should recognize instruction and departments of health, physical education and recreation in their academic status as equals in the educational endeavor.

All teachers for the elementary schools should be given some specialized courses and practical experiences in teaching physical education, sports, and recreational activities. Education programs of advanced status should provide a specialized program for elementary teachers in these fields.

3. To foster and exchange research and professional information.

All professional educators in our fields should pursue activities and studies which sustain and develop health education, physical education, sports, and recreation. Competent research should be conducted, reported, applied and presented at professional meetings on the local, national and international levels.

4. To encourage the exchange of both students and teachers.

Support should be given to planning for international programs of tours and exchanges for professionals and for students in the fields of health education, physical education, sports, and recreation.

5. To cooperate with other international organizations concerned with health, physical education, sports, and recreation and related fields.
6. To initiate, sponsor and collaborate in international conferences and special projects related to health education, physical education, sports, and recreation.

RECOMMENDATIONS FOR 1973

It is recommended to the Executive Committee that :

1. ways and means should be investigated to finance the position and office of a full time secretariat.

2. the representation at future congresses should be broadened to include agency, education and government officials as designated by national groups.
3. consideration shall be given to scheduling congresses in geographic or calendar relationships to other events of professional importance.
4. papers which give individuals an opportunity to represent themselves and national programs shall be prepared in advance for distribution. Papers of major emphasis or universal application shall be prepared in advance for distribution and should be scheduled in sessions which plan for subsequent small group discussion.
5. the secretariat should disseminate information, resolutions, etc. to appropriate education and government authorities.
6. professional displays and gift and interchange materials should be invited from individuals, institutions and national organizations.
7. future reports should be divided as is this one : resolutions, recommendations, appreciations.
8. the London report of resolutions and recommendations should be briefed into that of the first fourteen congresses.
9. the report of the XVI Congress and future congresses should be briefed together in divisions of resolutions, recommendations, and appreciations.
10. the Executive Committee should continue to review past resolutions and recommendations and to take appropriate action.

APPRECIATIONS FOR 1973

You, Dorothy S. Ainsworth, have brought the people of the world together in a dedicated pursuit of professional endeavor. Through your vision and leadership in health, physical education and recreation a strong alliance has been made with education, and national and governmental recognitions have been achieved.

Your determination and dedication have shown us the way. Your own courage and your encouragement to others have advanced us on our way.

At this meeting of the XVI Annual Congress of the International Council for Health, Physical Education and Recreation, we the members, meeting in Delegate Assembly, express to you our full appreciation for your personal and professional service to our fields and to the ICHPER. You have played a significant role in personal development, national development and international development through the fields of health, physical education and recreation.

We send our greetings and we express our appreciation.

ICHPER is highly appreciative of the excellent organization and program that the Directorate General of Sports and Youth, Ministry of Education and Culture of the Republic of Indonesia, and the Indonesian Coordinating Body for Physical Education, Health and Recreation designed and administered for the XVI International Congress. We would like to particularly thank the Vice President of the Republic of Indonesia and the Indonesian government for their wholehearted cooperation and support of this Congress.

Our special thanks are extended to Mr. Syarnubi Said, Vice President of the Indonesian Coordinating Body for Physical Education, Health and Recreation, for his personal interest in and contribution to this Congress.

Finally, we wish to express a heartfelt *terima kasih* for the many thoughtful courtesies and services rendered by our most gracious Indonesian hostesses and hosts.

- Committee : Mr. Graham Dempster, Director of Sport and Fitness, Department of Tourism & Recreation, Canberra, Australia.
- Dr. Fritz Pieth, Director, Institut für Leibeserziehung der Universität Basel, Basel, Switzerland.
- Dr. Sutarman, First Vice President of the Indonesian Coordinating Body for Physical Education, Health and Recreation, Jakarta, Indonesia.
- Dr. Leona Holbrook, Professor, Brigham Young University, Provo, Utah, U.S.A. 84602.

BYLAWS
OF
THE INTERNATIONAL COUNCIL ON HEALTH,
PHYSICAL EDUCATION, AND RECREATION

Founded 1958, Rome, Italy

(Revised 1973)

Article I. NAME

Section 1. The name of this organization shall be the International Council on Health, Physical Education, and Recreation (ICHPER); Conseil International de l'Hygiene, de l'Education Physique et de la Recreation; Consejo Internacional de Higiene, Educacion Fisica y Recreation; Internationaler Rat für Gesundheit, Leibeserziehung und Freizeit.

Article II. ORGANIZATION

Section 1. ICHPER shall be an international member of the World Confederation of Organizations of the Teaching Profession (WCOTP).

Section 2. ICHPER shall be organized into six geographic areas : Africa, Asia, Australia—New Zealand, Europe, North America, and South America.

Article III. PURPOSES

Section 1. The purpose of ICHPER shall be to bring together representatives of educational organizations concerned with individuals professionally engaged in health education, physical education, sports, or recreation—both in and out of schools—throughout the world. The basic objective of ICHPER shall be to strengthen international ties, appreciations, and understandings, and to further the purposes that follow :

1. To encourage the development of programs in health education, physical education, sports, and recreation throughout the world.
2. To improve the professional preparation of teachers of health education, physical education, sports, and recreation.
3. To foster and exchange research and professional information.
4. To encourage the exchange of both students and teachers.

5. To cooperate with other international organizations concerned with health education, physical education, sports, or recreation and related fields; and with official organizations working toward international understanding, for example, the specialized agencies of the United Nations.
6. To initiate, sponsor, and collaborate in international conferences and special projects related to health education, physical education, sports, or recreation.
7. To assist WCOTP by contributing to its aims and objectives.

Article IV. MEMBERSHIP

Section 1. Five types of membership shall be provided in ICHPER: (1) international, (2) national, (3) institutional, (4) individual, and (5) contributing.

Section 2. International members shall consist of any association organized on a multinational basis with interests related to those of ICHPER.

Section 3. National members shall consist of (1) national organizations of health education, physical education, sports, or recreation, and (2) professionals in health education, physical education, sports, or recreation represented collectively through national departments or ministries of education, or other appropriate governmental bodies. Each national member shall have one voting delegate in the Assembly of Delegates, the governing body of ICHPER.

Section 4. Institutional members shall consist of institutions, agencies, libraries, research centers, and other institutionalized groups interested in health education, physical education, sports, or recreation.

Section 5. Individual members shall consist of persons who are professionally engaged in health education, physical education, sports, or recreation.

Section 6. Contributing members shall consist of persons or organizations making substantial financial contributions to the ICHPER program.

Section 7. All five types of membership shall receive the ICHPER periodical, *International Journal of Physical Education*.

Section 8. All applications for membership shall be approved by the secretary-general before membership is granted.

Article V. GOVERNMENT

Section 1. The authority for the administration and the conduct of the business of ICHPER shall be vested in the Assembly of Delegates, the Executive Committee, and the Officers.

Section 2. The Executive Committee shall formulate policies concerning ICHPER and the general nature and scope of its activities.

Article VI. FINANCE

Section 1. Annual dues for each of the five types of membership shall be assessed as follows :

1. International association members—a set annual fee of \$15 (U.S.).
2. National organizations of health education, physical education, sports, or recreation—\$0.10 (U.S.) for each member in the national organization, except those national organizations unable to pay the per-member fee as indicated shall be assessed minimum annual dues of \$25 (U.S.).
Professionals in health education, physical education, sports, or recreation represented collectively in a group through appropriate national governmental bodies— \$0.10 (U.S.) for each professional employed by the national governmental body or a minimum annual assessment of \$25 (U.S.), whichever is greater.
3. Institutional member—a set annual fee of \$15 (U.S.).
4. Individual member—a set annual fee of \$12 (U.S.).
5. Contributing member—a contribution of \$25 (U.S.) or more.

Section 2. The Executive Committee shall develop, approve, and administer the annual budget in accordance with any priorities established by the Assembly of Delegates.

Section 3. The secretary-general shall provide each international association, national organization, and national group holding membership in ICHPER with an annual financial report showing income and expenditures of ICHPER funds.

Article VII. ASSEMBLY OF DELEGATES

Section 1. The Assembly of Delegates shall be composed of the members of the Executive Committee, one official delegate from each of the national organizations and national groups holding national membership in ICHPER,

and one official delegate from each of the international organizations holding international membership in ICHPER. Each delegate shall be appointed by the national or international organization he/she represents. Only official delegates may vote in the Assembly of Delegates; however, only one vote for each country.

Section 2. To attempt to increase the number of national organizations and national groups holding memberships, the Executive Committee may appoint delegates to the Assembly of Delegates to represent the fields of health education, physical education, sports, or recreation in countries from which no national organization or national group has membership in ICHPER.

Section 3. All other members of ICHPER may sit as observers without vote in the Assembly of Delegates.

Section 4. The Assembly of Delegates shall :

1. Elect the president and the vice president of geographical areas.
2. Approve programs and projects.
3. Establish priorities for the expenditure of funds.
4. Approve the assessment of dues from member organizations and individuals.
5. Further the purposes as listed in the Bylaws.

Section 5. The Assembly of Delegates shall meet in conjunction with international congresses of ICHPER.

Article VIII. EXECUTIVE COMMITTEE

Section 1. The Executive Committee shall consist of the following :

1. The officers of the ICHPER.
2. One person appointed by each national organization or national group holding national membership in ICHPER that is assessed annual dues of \$150 (U.S.) or more, provided that not more than one seat shall be given to each country. The person to be seated from countries from which more than one national organization or national group hold national membership in ICHPER shall be decided by mutual agreement between the organizations or groups concerned; otherwise, the committee seat shall be rotated each two years between the organizations or groups in question. The officers of ICHPER shall not be counted in assigning seats on the Executive Committee.
3. At the request of the Executive Committee, other members may serve on the committee if the need arises.

Section 2. Appointed members of the Executive Committee shall serve for a term of four years and may be re-appointed once.

Section 3. The Executive Committee shall :

1. Develop, approve, and administer the annual budget in accordance with the priorities established by the Assembly of Delegates.
2. Serve in an advisory capacity to the Assembly of Delegates.
3. Act on behalf of the Assembly of Delegates on all matters arising between meetings of the ICHPER.
4. Set up administrative and election procedures for the efficient conduct of ICHPER business.

Section 4. Members of the Executive Committee may serve as chairmen of committees appointed for special projects of ICHPER.

Section 5. The Executive Committee shall appoint the official ICHPER delegate (s) to the WCOTP Assembly of Delegates.

Article IX. OFFICERS

Section 1. The officers of the ICHPER shall consist of the following : the president of ICHPER; the first vice president of ICHPER; and the vice presidents for geographical areas, i.e., the vice president for Africa; the vice president for Asia; the vice president for Australia-New Zealand; the vice president for Europe; the vice president for North America; the vice president for South America; and the secretary-general.

Section 2. The president of ICHPER shall :

1. Preside at all meetings of the Assembly of Delegates and of the Executive Committee.
2. Call Executive Committee meetings as needed.
3. Between international congresses, the president may conduct a mail vote of the Executive Committee or the Assembly of Delegates, should the need arise.
4. Appoint the first vice president of ICHPER from among the vice presidents for geographical areas.
5. Appoint committees and chairmen with the advice of the Executive Committee.

6. Confer with appropriate officers and executive committees of member organizations and groups in regard to the work, practices, progress, and projects of ICHPER.
7. Authorize expenditures before payment by the secretary-general.
8. Serve as an *ex officio* member of all committees.
9. Provide leadership in coordinating the work of ICHPER with WCOTP.

Section 3. The first vice president of ICHPER shall assume the duties of the president when necessary, and shall assist this officer when requested. He may be assigned special committee duties by the president.

Section 4. The vice presidents for geographical areas shall coordinate, promote, and foster the work of ICHPER in the geographical area for which each is responsible.

Section 5. The secretary-general shall :

1. Arrange for minutes to be taken at each meeting of the Assembly of Delegates and of the Executive Committee and have copies of the minutes distributed to international member associations, national member organizations and groups, and to WCOTP.
2. Receive all dues established by the Assembly of Delegates.
3. Present a proposed budget to the Executive Committee for consideration and approval.
4. Prepare an annual financial report and distribute among national member organizations and groups (see Article VI, Section 3).
5. Assist and work closely with the president in the administration of ICHPER business and projects.
6. Serve as an *ex officio* member of all committees.
7. Maintain close working relationships with WCOTP headquarters.

Article X. ELECTION OF OFFICERS

Section 1. The president of ICHPER and the six vice presidents for geographical areas shall be elected for four-year rotating terms by the Assembly of Delegates and may be re-elected once. When electing the president, consideration shall be given to geographic representation.

Section 2. The president shall appoint one of the vice presidents of geographical areas to serve also as the first vice president of ICHPER. The first vice president shall be appointed for a four-year term and may be re-appointed once.

Section 3. The secretary-general shall be appointed and shall hold office at the will of the Executive Committee.

Article XI. INTERNATIONAL CONGRESSES

Section 1. Beginning in 1973, international congresses of ICHPER shall be held once each two years. The Executive Committee shall select the countries in which the congresses are held from among those countries that request permission to serve as hosts for such congresses.

Section 2. Any member of international organizations, national organizations, or national groups that hold membership in ICHPER, institutional members, individual members, or contributing members may attend the international congresses and may sit as observers without vote in the Assembly of Delegates.

Article XII. AMENDMENT

Section 1. These Bylaws may be amended at any official meeting of the Assembly of Delegates, or by mail vote of the Assembly of Delegates, upon the recommendation of the Executive Committee. Proposed changes in the Bylaws shall first be presented to the Executive Committee for such recommendation. An affirmative vote of two-thirds of the official delegates present at an international congress, or two-thirds of the official members of the Assembly of Delegates replying to a mail vote, shall be required for the adoption of amendments.

Section 2. Minor editorial changes in the Bylaws, or changes implied in the actions taken by the Assembly of Delegates, may be made by the Executive Committee.

DELEGATES TO THE CONGRESS

AUSTRALIA

Graham DEMPSTER
Director, Fitness Section
Department of Tourism & Recreation
Canberra A.C.T.
Office : 475122 (39)
Home : 882436

Evelyn McCLOUGHAN
Principal & Lecturer, Physical Education
Sydney Teachers College
University Grounds
Newtown N.S.W.
Office : 660 2855
Home : 449 3816

CHINA

Pei-Lin CHI
Professor and Director
Department of Physical Education
National Taiwan University
Taipei, Taiwan

WU Wen-Chung
Professor and Director
Graduate School of Physical Education
Taiwan Normal University
No. 88, Section 5
Roosevelt Road
Taipei, Taiwan

EGYPT

Ibrahim Hamed KANDIL
Chairman
Department of Physical Education
High Institute of Physical Education
3 Ismaeil Barakat St., Agoza, Cairo
Office : 27671, 852098
Home : 802763

GERMANY

Fritz BALZ
Langelohstr. 83
Hamburg
Office : (040) 801185

Herbert HAAG
63 Giessen
Kugelberg 62
Office : (0647) 702 2771
Home : (0641) 41330

Ottmar HECHT
Tannenweg 1
706 Schorndort
Office : 07181/5011

Christa B. ZIPPRICH
Igelbachstr. 17
7562 Gernsbach
Home : 07224/1710

HONG KONG

LOW Wing Kee
Director of Physical Education
University of Hong Kong
Office : H-465457

INDONESIA

Arma ABDULLAH
Associate Professor, College
for Physical Education & Sports
Baluksumur C - 10
Yogyakarta

Suninggio AGUSMANADJI
Lecturer, College for
Physical Education & Sports
Baluksumur
Yogyakarta

I. Wajun Pugeh AWIDJA
Lecturer, College for
Physical Education & Sports
Jln. Kawung 9
Surabaya

Nini BAUTY
Chairman, International
Youth Centre Indonesia
Medan Merdeka Selatan 14
Jakarta
Home : 456721

Maxono BROKOKARTONO
Director of Agriculture
Ministry of Agriculture
Dit. Jen. Pertanian
Salemba Raya 16
Jakarta
Office : 81077/18

Soenarjono DANOEWIDJOJO
Director of Community
and Adult Education
Directorate General of Sports
and Youth
Salemba Raya 18
Jakarta

Richard John FIELD
c/o International Youth
Centre Indonesia
20 Jalan Sawo
Menteng
Jakarta
Office : 41091
Home : 46269

HARSUKI
Secretary General
Association of Indonesian Sport
& Physical Education Scientists
Ditjen Olahraga dan Pemuda
Jakarta
Office : 581 252

Ishak IBRAHIM
Administrator for the Supreme
Advisory Council of the
Republic of Indonesia
Merdeka Utara 17
Jakarta
Office : 47705

R.M. Ignatius ISKANDAR
Instructor, Senior High School
for Physical Education & Sports
Jalan Melati 48
Batu, Malang
Office : 84
Home : 84

KAMTOMO
Dean, College for Physical
Education and Sports
Jln. Tamansiswa 71
Yogyakarta

INDONESIA (*continued*)

Teuku KARIMOEDDIN

Chief Director of
Labor Protection
Taman Kimia 2
Jakarta
Office : 50054
Home : 81263

Moerni KEMAL

Lecturer: Institute for Teacher
Training & Educational Sciences
Jalan Sungai Sambas IX/2
Jakarta
Office : 81811

Adnjana MANUABA

Head of the Dept. of Physiology
Udayana University
Jalan Serma Gde 10
Denpasar, Bali
Office : 2510
Home : 4533

MINARJO

Secretary of the Directorate
General of Sports and Youth
Senayan
Jakarta
Office : 581 988

Dangsina MOELOEK

Director of Health Education
Ministry of Health
Jln. Senopati 48
Kebayoran, Jakarta

Moh. MUSLIM

Secretary of the Institute for
Physical Fitness and Research
Directorate General of Sports
and Youth
Ditjen Olahraga dan Pemuda
Senayan, Jakarta

I A.G. OKA

Assistant to the Director
General of Sports & Youth for
the Province of Bali
c/o Perwakilan Dept. P. dan K.
Denpasar, Bali

Frederik Erns PATTIKAWA

Assistant to the Director General
of Sports and youth for Maluku
Ambon

Wing Harjono POERWOSOEWARDJO

Associate Professor, College for
Physical Education and Sports
Jln. van Deventer 10
Bandung
Office : 52055

Aris PONGTUI URAN

Physician of the Ministry of
Education and Culture for East Java
Jln. Gewtengkali 33
Surabaya
Office : 53232

Agus PRATJOJO

Second Director, Social Security
Fund Foundation
Ministry of Manpower, Transmigration
and Cooperatives
Jl. Plaju No. 2
Jakarta
Office : 45880
Home : 53161

INDONESIA (*continued*)

M. Djoko PURWONO
Head of General Services
Directorate of Art Education
Directorate General of Culture
Ditjen Kebudayaan
Jalan Kimia 12
Jakarta
Office : 82440

RAIS
Head of Sports & Recreation
Pertamina Indonesian State
Oil Enterprises
Jalan Pelita No. 3 MPR Raya
Cilandak, Jakarta
Office : 553363, 553516

Sugihwaras SADIKUN
Lieutenant Colonel of the
Police Forces of Bali
Jalan Taman Duputan 2
Denpasar, Bali
Office : 2906, 2048
Home : 2573

Hasnan SAID
Director, Institute for Physical
Fitness & Research
Directorate General of Sports
and Youth
Ditjen Olahraga dan Pemuda
Senayan, Jakarta
Office : 582469

Syarnubi SAID
Vice President, Indonesian
Coordinating Body for Physical
Education, Health & Recreation
Jl. Lembang 53/55
Jakarta

I. Wayan SIANA
President
Dharma Tunggal Foundation
Badung, Bali

SIE Swanpo
Associate Professor
Personal Assistant & Adviser to
the Director General of Sports
and Youth
Vice President, Indonesian
Coordinating Body for Physical
Education, Health & Recreation
P.O. Box 489
Jakarta
Office : 582468

SIHITE
Head of Research Publicity
Directorate General of Sports
and Youth
Senayan, Jakarta
Office : 582469

M. F. SIREGAR
Secretary General
Indonesian National Sports
Committee (K.O.N.I.)
Senayan, Jakarta

Sjamsubahri SIREGAR
Head of the Desk on 13th Section
Directorate for America
Ministry of Foreign Affairs
Senayan, Jakarta
Office : 581439

SOEDARMINTO
Lecturer, College for Physical
Education and Sports
Jln. Pemuda Utara
Solo
Office : 4957

INDONESIA (*continued*)

SOEDJANADI

Deputy Head
Physical Education Center of the
Ministry of Defence and Security
Jln. Kesatrian VIII No. 27
Jakarta

SOEGIJONO

Lecturer, College for Physical
Education and Sports
Jln. Redjosari VII/ii
Semarang

SOETARJONO

Director of Youth Affairs
Directorate General of Sports
and Youth
Ditjen Olahraga dan Pemuda
Senayan, Jakarta

SOEWORO

Secretary, Directorate of Sports
Directorate General of Sports
and Youth
Ditjen Olahraga dan Pemuda
Senayan, Jakarta

Muhammad SUBROTO

Head of the Institute for
Evaluation and Development
Directorate General of Sports
and Youth
Ditjen Olahraga dan Pemuda
Senayan, Jakarta
Office : 581956

R. F. SOEDARDI

Director General of Sports & Youth
Ministry of Education and Culture
Ditjen Olahraga dan Pemuda
Senayan, Jakarta
Office : 581436
Home : 52623

SUHARTO

Head of the Bureau for
Sports Health
Ministry of Health
Jln. Maphilindo 10 Halim PK
Jakarta
Office : 49801 ext. 82

SUHARTO

Director for Special Affairs
Directorate General of Sports
and Youth
Ditjen Olahraga dan Pemuda
Senayan, Jakarta

Antonius Petrus SUHASTJARJA
Head, Service for Higher
Education in the Arts
Ministry of Education and Culture
Taman Kimia No. 6
Jakarta
Office : 82440

Soemaryono SUKADIHARDJA
Major of the Police Forces of Bali
Jalan Taman Puputan 7
Denpasar, Bali
Office : 2228

SOEPARDI

Inspector General of the
Ministry of Education and Culture
c/o Dept. P. dan K.
Jl. Cilacap 4
Jakarta
Home : 42984

SURONO Hadisudjatmo

Acting Head
Service for Cultural Relations
Ministry of Foreign Affairs
c/o DEPLU
Senayan, Jakarta

INDONESIA (continued)

SUTARMAN

Professor Emeritus, Dept. of
Human Physiology
University of Indonesia
Vice President, Indonesian
Coordinating Body for Physical
Education, Health and Recreation
Jl. Melawai Raya 27
Kebayoran Baru, Jakarta
Office : 787300
Home : 71716

H.S. SUTARMAN

Member of the Board of Directors
Prayuwana Institute for
Juvenile Delinquency
Jl. Melawai Raya 27
Kebayoran Baru, Jakarta
Home : 71716

Hargianto SUTARTO

Head of the Directorate for
International Organizations
Ministry of Foreign Affairs
6 Pal Putih St, Jakarta

P. WASONO

Head of the Bureau of Finance
Directorate General of Sports
and Youth
Senayan, Jakarta

Susilo WIBOWO

Deputy Surgeon General of the
Ministry of Defense and Security
Jakarta
Office : 46310/52920/52940
82370 ext. 5

Igde Made WISMAYA

Major of the Police Forces of Bali
Jalan Supratman 26
Denpasar, Bali
Office : 2906/2048
Home : 4536

JAPAN

Shinshiro FBASHI

Professor
12-28, 3-chome
Kugenmura-Kaigan, Fujisawacity
Kanagawa-Ken
Phone : 0466-36-1248

Masaki HIGASHI

Professor
Kanazawa University
// 921
1-216 shinbohon
Kanazawa
Office : 0762-62-4281
Home : 0762-49-2527

Kazuo ITO

Assistant Professor
Kyoto University
21-5, Furumichi, Daigo
Fushimikee
Kyoto
Office : (075)-751-2111 (6875)
Home : (075)-571-1184

Ken KAGEYAMA

Assistant Professor
Tokyo Metropolitan University
3-37-1, Izumi-cho
Kokubunzi-shi
Tokyo
Office : (03)-717-0111
Home : (0422)-22-4705

Yoshiaki MASUDA

Lecturer
Osaka Gakuin University
3-15-16 Sakre
Toyonocka
Osaka
Office : (06) 381-8434
Home : (06) 334-6858

JAPAN (continued)

Hiroshi MATSUNOBU
Professor
Tokyo University of Education
1-40, Nishihara, Shibuya
Tokyo
Office : 460 - 0511
Home : 0424 - 84 - 2258

KOREA

Mamie Mildred DANIELS
Staff Director, Recreation Centers
USA KORSCOM Special Services
A. P. O. San Francisco 96212

LIBERIA

Sylvester J. THOMAS
Assistant Minister of Defense for
Coast Guard Affairs
Department of National Defense
Monrovia
Office : 2093

MALAYSIA

Mohamed Nor CHE'NOH
Director of Sports
Ministry of Culture, Youth & Sports
Gurney Road
Kuala Lumpur
Office : 206011
Home : 647637

Rahmat HUSSIN
Lecturer in Physical Education
and Health Education
26, Jalan 1/41
Kumpung Tunku
Selangor
Office : 54501
Home : 775620

MALAYSIA (continued)

LIM Hock Han
Sports Administrator & Chancellor
University Malaya
Kuala Lumpur
Office : 54360 ext. 370
Home : 772214

Manfred LOECKEN
Advisor, Physical Education
Ministry of Culture, Youth & Sports
Kuala Lumpur
Office : 206011 ext. 250
Home : 563435

THE NETHERLANDS

A. BEIJERBERGEN van HENEGOUWEN
Assistant to the Director
Department of Gymnology
State University of Utrecht
Heidelberglaan 12
Utrecht
Office : 030 - 531897
Home : 030 - 942918

J. A. FLUKS
Director, Building Co.
Sports Accommodations
Watertoort-1
Asperen
Office : 04490 - 5800
Home : 03451 - 2591

Will. FREDRIKSZ
Director, Physical Education
H. de Levijzerlaan 12
Leiderdam
Home : 01761 - 4684

THE NETHERLANDS (continued)

Simon van GELDEREN
Physical Educator
Manager, Building Corp.
of Sports Facilities
Groen van Prinstereslaan 65
The Hague
Office : 070 - 462071
Home : 070 - 683102

Klaas RIJSDORP
Professor, Dept. of Gymnology
University of Utrecht
President, ICHPER
Laan van Meerdervoort 691
The Hague
Home : 395647

Arnoud P. VRIENDS
President
Catholic Dutch Sport Federation
Steijnlaan 37
Breda
Office : 01600 - 38117

Jan Casper WILMANS
Inspector General
Dutch Teacher Training Colleges
Ferd. Bolstr. 100
Meppel
Office : 05220 - 51334

NORWAY

Thor VOLLA
Director
Norges idrettskole
Oslo
Office : 234685
Home : 236066

PUERTO RICO

Sonia TORO - SEDA
Professor
Catholic University of
Puerto Rico
Ponce
Office : 842 - 4150

SINGAPORE

A. Bakar AHMAD
Asst. Specialist, Inspector
Physical Education
Ministry of Education
Dover Road Sports Complex
Singapore 5
Office : 636576

Michael GOH Kwong Seng
Executive Officer
National Stadium Corporation
National Stadium Complex
Kallang, Singapore 14
Office : 467111
Home : 498764

SWITZERLAND

Fritz PIETH
Director
Institute of Physical Education
University Basle
1 Petersplatz
Basle
Office : (CH - 061) 253557
Home : 342615

THAILAND

Punya SOMBOONSILP
Vice Rector
College of Physical Education
National Stadium
Rama I Road
Bangkok 5
Office : 57542
Home : 917101

U.S.A.

Barbara E. FORKER
Professor and Head
Dept. of Physical Education - Women
Iowa State University
Ames, Iowa
Office : (515) 294 - 1425
Home : 292 - 1331

Mary Jo FRESHLEY
Teacher, Elementary
Physical Education
1566 Noe St.
Honolulu, Hawaii
Office : 845 - 6631
Home : 847 - 3624

Myrtis E. HERNDON
Associate Professor and Chairman
Dept. of Physical Education - Women
Hiram College, #12
Hiram, Ohio 44234
Office : (216) 569-3211 ext. 235
Home : (216) 569-7832

Leona HOLBROOK
Professor
Representative of American Academy
Brigham Young University
Provo, Utah 84602
Office : (801) 374 - 1211 ext. 3671
Home : (801) 374 - 0373

U.S.A. (continued)

Boris M. KAZIMIROFF
Fraternal YMCA Director
National Board YMCA of Indonesia
Jl. Cisadane # 7
Jakarta, Indonesia
Office : 59014

Evelyn Elizabeth LOCKMAN
Professor of Dance
California State University
at San Diego
College Ave.
San Diego, California
Office : (714) 286 - 6821 or
(714) 286 - 6823
Home : (714) 284 - 1941

Honey NASHMAN
Director
Office of Lab. Experience - The G.W.U.
3609 Ridgeway Terrace
Falls Church, Virginia 22044
Office : 676 - 6166
Home : 256 - 6419

Ann PATERSON
Professor of Physical Education
San Francisco State University
750 Gonzalez Dr. # 72
San Francisco, California 94132
Office : (415) 469 - 1786
Home : (415) 334 - 6645

Carl A. TROESTER, Jr.
Secretary General, ICHPER
1201 - 16th St. N.W.
Washington, D.C.

John WELDON
High School Principal
Turlock, California